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CANADA AND UNESCO - A SUMMARY

Canadians have played a significant role in UNESCO for forty years. Numerous ministers, officials, experts and private citizens have worked to shape its policies and to implement its programmes.

Now UNESCO stands at a crossroad. Its management and some programmes are under attack. The United States has withdrawn and other western nations, including Canada, are reviewing their positions.

It is in this context that the Canadian Commission for UNESCO has prepared the paper on Canada and UNESCO - A Working Partnership. The paper sets out to answer the questions ... What is UNESCO? ... What are Canadians doing? ... What benefits are derived by Canada? It is in part a response to the situation that few Canadians today know what UNESCO is and does.

UNESCO (The United Nations Educational, Scientific and Cultural Organization) implements worldwide programmes in almost all areas of intellectual cooperation.

In education, it fights illiteracy, trains teachers and educational personnel and builds schools. It concentrates on promoting equality of educational opportunity for girls and women, the handicapped and the elderly, and on improving education in rural areas. UNESCO also helps stimulate innovation in such fields as educational planning, the use of new technologies in education, adult education and science teaching.

In science, UNESCO fosters the development of science and technology throughout the world. It is a promoter of science, not a research organization itself. The projects it supports number in the thousands. They include projects on mineral deposits, energy resources, natural hazards (earthquakes, volcanic eruptions, landslides, floods, etc.), the availability of water resources, exploration of the ocean and its resources, land use planning, urban development, the preservation of natural sites, environmental education, and many more. UNESCO's science expenditures translate into the participation of more than 20,000 scientists each year. In addition, UNESCO is the only organization in the United Nations system with an explicit responsibility to develop the social and human sciences.

Cultural programmes are also important to UNESCO. The affirmation of cultural identity is now seen as a duty in the international community. UNESCO's heritage activities aim at halting the deterioration and destruction of historic sites such as Venice, the Acropolis and Carthage. As well, they help develop cultural identities by supporting the preparation of histories, studies of minority languages and translation of literary works, the preparation of dictionaries and films, the use of national and regional languages in instruction, the reproduction of national art masterpieces, and the promotion of music.

We live in the age of communications, a phenomenon that affects all the nations of the world, both industrialized and developing. Canada, with its vast size and cultural diversity, has been quick to recognize this new reality. A Canadian,

Marshall McLuhan, stands out as a prophet in the field of communication. In 1983, the Canadian Commission for UNESCO, in association with Teleglobe Canada, created an international communications award in his memory. The Director-General of UNESCO has given his patronage to the award.

UNESCO itself pursues numerous communication and information activities through a variety of mechanisms: fellowships, research grants, study missions, special studies and surveys, and others. One programme, the International Programme for the Development of Communication, established in 1980, assists developing countries in building communication infrastructures.

UNESCO also supports other programmes and projects concerned with studies, standard-setting, research and information on world problems, human rights (the elimination of prejudice, intolerance, racism and apartheid, and peace and international understanding), and the status of women. The latter activities are an integral part of its programmes on education, science, culture, communication and human rights.

The UNESCO programme is implemented with an annual budget of approximately $187 million (U.S.), an amount equivalent to the budget of a major Canadian university. Canada contributes about 3%. The UNESCO staff totals 3,380 persons of 131 nationalities. Six languages are used at meetings, although the working languages are French and English. There are now 160 Member States in UNESCO, each with an equal vote. Decision-making in UNESCO is indeed a complex matter!

UNESCO programmes emphasize activities in developing countries. To that extent, Canada's support of UNESCO is an extension of our foreign aid programme, a role not fully explored in this paper, and one that is very much appreciated by Canada's friends in developing countries.

The impact of UNESCO programmes on a developing country was recently expressed in a cryptic manner by the Secretary-General of the Jamaican Commission for UNESCO as follows:

> "I join with my colleagues who have underlined the importance of UNESCO. We in the Caribbean can put it simply:
>
> - no UNESCO, no faculty of engineering at the University of the West Indies as early as 1960
> - no UNESCO, no school of librarianship at the UWI
> - no UNESCO, no school of mass communication at the UWI
> - no UNESCO, no Caribbean news agency in 1977
> - no UNESCO, no Caribbean network of educational innovation development
> - no UNESCO, no cultural training centre in Jamaica
> - no UNESCO, no Jamaican memory bank
> - no UNESCO, no new education system in Jamaica
> - no UNESCO, no renovation in education in the smaller territories of the eastern Caribbean

- no UNESCO, no dent in the horrible armour of apartheid
- no UNESCO, no extension of the spirit of international harmony and anti-racism ..."

Canada is among the fortunate countries of the world. We should not measure UNESCO solely in terms of what it does for us. The proper yardstick is what it does for the world community.

Nevertheless, Canadians too have benefitted greatly from participation in UNESCO. They have worked in foreign lands as teachers, geologists, technical advisors and consultants; foreign students have studied in Canada; Canadian organizations have received financial support; Canadian scientific exchanges and the transfer of knowledge have been promoted; our educational policies have been improved; our programmes for the preservation of Canadian heritage sites have been enhanced. With this background in mind, a large number of representatives of Canadian organizations, and other Canadians, have expressed their firm views that ... UNESCO plays a vital role ... UNESCO is a highly important part of the fabric for the development of the international human system... If we lost it, we would simply have to re-invent it ... These points of view are summarized in the paper.

The importance of UNESCO to Canada goes beyond specific programmes and activities. For better or worse, the world has become interdependent - isolation and the restriction of contacts are self-defeating. We can best build our future through interaction with other societies. As the Chinese have learned through the bitter fruits of the Cultural Revolution, we ensure our own progress by enlarging our opportunities for sharing ideas, methods and techniques with the rest of the world. UNESCO's importance to Canada is that, with all its faults, it provides the mechanism for that interaction from which we benefit.

UNESCO is important in another sense, as part of the international system established after the Second World War. This system was not created in a vacuum. Instead, it was designed to fill a need, to solve problems which went beyond the borders of the nation state and which could not be handled by individual governments. The need still exists. As for the problems, they have grown immeasurably greater and more complex. It is true that UNESCO, like the rest of the U.N. system, is far from perfect. In this, it is similar to most other human institutions. It is in our interest to press for reform, to make UNESCO more efficient, and to ensure that Canada is part of a strong western group that continues to support and benefit from UNESCO.

This paper is not a complete record of Canadian participation in, and benefits from, UNESCO. It does not document the important role played by the Department of External Affairs over the history of Canada's membership in UNESCO. Nor does it attempt to explore all the issues related to UNESCO today. The paper does provide a representative sampling of Canadian activities and benefits - one measure of the importance of UNESCO to Canadians. The reader is encouraged to browse through it, delving deeper into those sections of personal interest. The Canadian Commission for UNESCO will be pleased to receive further responses and questions on this important subject.

Chapter 1

UNESCO - ITS AIMS AND RESOURCES

UNESCO (the United Nations Educational, Scientific and Cultural Organization) is one of the seventeen specialized agencies of the United Nations. It provides one of the world's best forums for international and intergovernmental actions on education, science and culture. When it was created in 1945, there were 20 Member States. There are now 160, with the withdrawal of the United States.

Canada is one of the founding members of UNESCO. It is represented at UNESCO headquarters in Paris by a Canadian delegation headed by an Ambassador and Permanent Delegate, Mr. Ian C. Clark.

The purpose of UNESCO is to contribute to peace and security by promoting collaboration among the nations through education, science and culture. It aims to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world.

"Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed." This statement stands at the forefront of UNESCO's Constitution and contains the key to all its activities.

It follows that Unesco's field of activities covers almost all areas of intellectual cooperation. Thus, its scope ranges from geological studies to the preservation of monuments, from literacy programmes to international meetings on copyright, cultural industries and mass media, as well as major development projects.

The Organization's policies and programmes are determined by its Member States through their delegations at the General Conference. UNESCO is thus really the agent of its Member States and reflects the policies adopted by them.

The purposes and functions of UNESCO are described in more detail in Appendix 1. The Organization consists of the General Conference, the Executive Board and the Secretariat (see Figure 1).

The General Conference is the supreme legislative organ of UNESCO. It is composed of delegations accredited and instructed by the governments of Member States, including Canada. It normally meets every two years to decide upon the programme, budget and policy of the Organization. It may also approve international conventions for subsequent ratification by individual governments. It may pronounce, usually through "recommendations" or "declarations", on such matters as it sees fit relating to education, the natural and social sciences, culture, communication, peace, human rights and development. Canada has ratified seven of the thirty conventions adopted by UNESCO (Appendix 2).

The Executive Board is a sort of "Board of Directors," but with rather restricted functions. It consists of 51 members elected by the General Conference. Its role is to act for the General Conference in limited ways, when the Conference

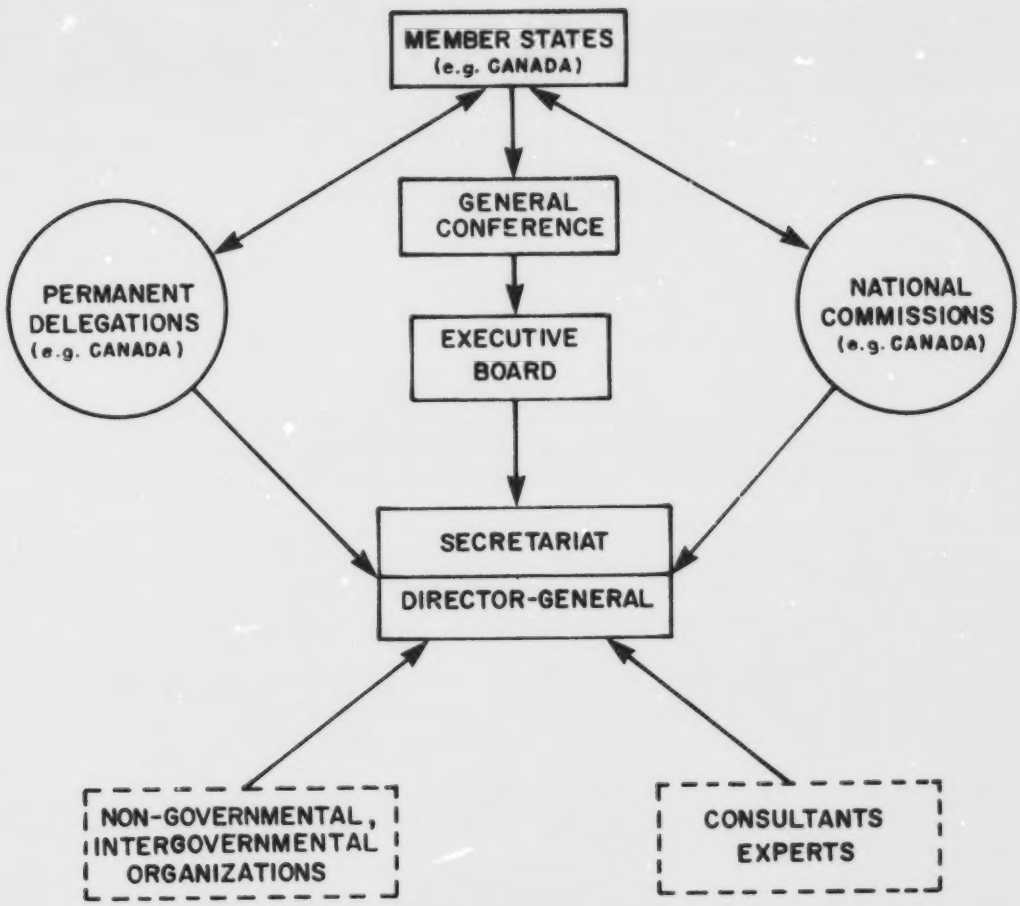

Figure 1: UNESCO Organization Chart

is not sitting. Canada is represented on the Executive Board by Mr. Ian C. Clark, Ambassador and Permanent Delegate of Canada to UNESCO.

The third statutory organ is the Secretariat, headed by the Director-General who, under the Constitution, exercises powers exceeding those normally accorded to public servants in the Canadian tradition. He is for practical purposes the master of the Secretariat, and all actions of the Secretariat are taken formally in his name. He has the right to attend and address all meetings (although not to vote) either in person or through a representative. Through his control of the documentation and the staff, he has a powerful influence on the discussions and the conclusions of the General Conference.

The UNESCO Secretariat consists of 3,380 persons of 131 nationalities. Most are stationed at UNESCO headquarters in Paris. European and North American staff dominate the UNESCO system (40%). Citizens of communist countries form 8%. Canadians occupy 31 posts. Staff are recruited on the pattern normally applying to international organizations, whereby the number of posts assigned to each country is related to its financial contribution.

The UNESCO budget approved by the General Conference for the two-year period 1984-85 is $374,410,000 (U.S.) (Table 1). This is approximately equivalent to the budget of a major Canadian university. UNESCO's budget is financed by the contributions of Member States, according to a scale established by the United Nations. Three quarters of its budget came from ten industrialized countries (Table 2), of which Canada was the eighth largest contributor, in 1984. With the withdrawal of the United States, which contributed 25% of the budget, UNESCO activities will be significantly curtailed.

Canada's contribution for the 1984-85 biennium accounts for 3.04% of the budget, or approximately $5.3 million (U.S.) per year.

UNESCO also receives "other funds" from organizations (for example, the United Nations Development Programme, the United Nations Environment Programme) and Member States (funds-in-trust) to pay, at their request, salaries, fellowships, equipment costs, etc., related to specific activities consistent with the aims of UNESCO. In the 1984-85 biennium, the other funds total nearly $234 million (U.S.).

The UNESCO budget is allocated among 14 Major Programmes dealing with education, science, culture, communication, human rights, status of women and future-oriented studies. The programme structure and budgetary allocations are summarized in Table 1. Further description of these programmes, and Canada's participation in them, is given in later chapters of this paper.

Table 1 : The Unesco Budget, 1984-85

Major Programme		$'000(U.S.)	% of Total Programme
I	Reflection on World Problems and Future Oriented Studies	$ 2,729	0.7
II	Education for All	31,131	7.8
III	Communication in the Service of Man	16,157	4.1
IV	Formulation and Application of Education Policies	35,546	9.0
V	Education, Training and Society	17,106	4.3
VI	The Sciences and Their Application to Development	30,483	7.7
VII	Information Systems and Access to Knowledge	12,194	3.0
VIII	Principles, Methods and Strategies of Action for Development	11,052	2.8
IX	Science, Technology and Society	7,586	1.9
X	The Human Environment and Terrestrial and Marine Resources	31,177	7.9
XI	Culture and the Future	25,554	6.4
XII	The Elimination of Prejudice, Intolerance, Racism and Apartheid	1,630	0.4
XIII	Peace, International Understanding, Human Rights and the Rights of Peoples	5,540	1.4
	SUBTOTAL : Major Programmes	$227,885	57.4
	General Policy and Direction	25,780	
	General Activities and Services	143,141	
	SUBTOTAL : Direction and Services	$168,921	42.6
	TOTAL PROGRAMME	$396,806	100.0
	Less Other : Balance of Currency Fluctuations, Absorption of Reductions, etc.	22,396	
	APPROVED 1984-85 PROGRAMME	$374,410	
	TOTAL FROM OTHER SOURCES	$233,937	
	GRAND TOTAL	$608,347	

Notes: The budget covers two calendar years : 1984 and 1985. Major Programme XIV, The Status of Women, does not appear in this budget statement since its costs are allocated within the other Major Programmes.

Table 2 : The Top Ten Member States Contributing to the UNESCO Budget, 1984-85

	% of UNESCO Budget
1. United States of America	25.00
2. U.S.S.R.	10.41
3. Japan	10.19
4. Federal Republic of Germany	8.44
5. France	6.43
6. United Kingdom	4.61
7. Italy	3.69
8. Canada	3.04
9. Spain	1.91
10. Netherlands	1.76

Note : This was the situation prior to the withdrawal of the United States. Member State contributions to UNESCO are based upon the United Nations scale of assessments. There were 161 contributing Member States.

Chapter 2

THE IMPORTANCE OF UNESCO TO CANADA

Most of us, preoccupied with the inevitable concerns of our own lives, lack the time and the opportunity to become familiar with the programmes of such United Nations agencies as UNESCO. This is not surprising. After all, how knowledgeable are we about the workings of the scores of Federal and Provincial departments in our own country which influence our activities on a day-to-day basis?

UNESCO is important to Canada for many reasons. Because of its mandate, which covers education, science and culture, UNESCO deals with an enormous range of issues that concern us all. Since the Second World War, many of our scientific, educational and cultural organizations have been associated with UNESCO - through membership in the Canadian Commission for UNESCO, through participation in UNESCO conferences and seminars, and through study tours, publications and other mechanisms. UNESCO has been a significant part of the world system in which we operate. Just as our ideas and experiences have enriched the world community, so have the concepts brought to us through UNESCO benefitted our own society.

We have benefitted especially in education, the major field of UNESCO activity. Lifelong learning, the philosophy within which Canadian education is likely to be developed for the rest of the century and beyond, is largely a UNESCO concept. It was discussed, analyzed and promoted by a series of UNESCO seminars and publications in the late 1960s and early 1970s.

In adult education, Canada's relationship with UNESCO has been close and productive. UNESCO has given strong support to the Canadian-based International Council for Adult Education, the world's largest non-governmental organization in its field. Its official affiliated status with UNESCO is a model of the ways by which governmental and non-governmental organizations can work together for common purposes.

The emphasis on illiteracy as an economic problem, rather than a purely educational issue, comes from UNESCO, legitimized and promulgated at the Tehran Conference of Ministers of Education and Economic Planning in 1965. In Canada, twenty years later, we are increasingly aware of its relevance to our own economy. It was UNESCO, in its Experimental World Literacy Programme, which pioneered the integration of technical/vocational training and academic upgrading within a unified educational package, a methodology which has significant implications for adult basic education and manpower training in Canada.

UNESCO is important in other areas of education. UNESCO publications are essential reading for researchers and planners. The annual Yearbook of Statistics provides us with the most authoritative source of international educational data available. The 1972 UNESCO publication "Learning to Be" was the first major analysis of education at a world level. Not only did it enable

Canadian educators and school administrators to assess their systems within an international perspective, but it also raised issues and concepts which are still in the forefront of educational innovation.

Some of UNESCO's most valuable work is in the formulation of conventions, declarations and recommendations. These serve various purposes. Primarily, they establish international guidelines and standards by which development can be assessed in different professional fields. Since 1960, UNESCO has promulgated thirteen standard-setting instruments in education. Of these, the Recommendation Concerning the International Standardization of Educational Statistics (1978) and the Convention on the Recognition of Studies, Diplomas and Degrees Concerning Higher Education in the States Belonging to the Europe Region (1979) provide international guidelines which we on our own could not establish. UNESCO's 1976 Recommendation on the Development of Adult Education has stimulated the evolution of adult education in this country, and indicated mechanisms by which adult education may be most appropriately linked to the various components of Canadian society.

In the natural sciences, Canadian relations with UNESCO, and benefits, are perhaps even greater. Some 150 scientists from universities and government departments participate in the International Geological Correlation Programme. Canadian scientists play leading roles in the International Hydrological Programme, in association with those from nearly 130 other countries. There is strong Canadian scientific involvement in the various marine science programmes, and in the Man and the Biosphere (MAB) Programme which links 107 national committees, including Canada, in practical issues related to natural resource management. In these and similar activities, UNESCO provides the essential international network which facilitates the cooperation of Canadian scientists and researchers with their counterparts abroad.

In the field of culture, UNESCO provides similar opportunities for Canadian artists and administrators. Of particular importance is the 1972 UNESCO Convention Concerning the Protection of the World Cultural and Natural Heritage, under which eight Canadian sites have been established as of world significance. They range from our Rocky Mountain Parks to L'Anse aux Meadows National Historic Park in Newfoundland.

In the area of communication and information systems, the General Information Programme facilitates general access to and the free flow of information. Since 95% of the scientific and technical information we require is generated abroad, this programme is of particular value to Canadians. Advanced communications technology is a field in which Canada has established a strong reputation, and UNESCO's programmes, by which our experts and technology can become even more widely known, have the obvious potential of benefitting Canadian international trade.

It might be asked whether UNESCO relates to the lives of ordinary Canadians, as distinct from scientists, educators and other specialized groups. The answer is yes, in ways not always recognized. For those of us who are members of a Canadian church, cooperative, trade union, art or music association, the national office of our organization is almost certainly linked to an international headquarters which itself has official affiliated status with UNESCO. Through this arrangement, a large number of Canadian voluntary agencies are directly associated with the programmes of UNESCO, and become in fact part of the UNESCO system.

Through UNESCO, Canadian women's groups are able to assess their progress in achieving equality of educational opportunity, suffrage and access to decision-making in relation to other countries.

The importance of UNESCO to Canada, however, goes beyond specific programmes and activities. For better or worse, the world has become interdependent - isolation and the restriction of contacts are self-defeating, and we can best build our future through interaction with other societies. As the Chinese have learned through the bitter fruits of the Cultural Revolution, we ensure our own progress by enlarging our opportunities for sharing ideas, methods and techniques with the rest of the world. UNESCO's importance to Canada is that, with all its faults, it provides the mechanism for that interaction from which we benefit.

UNESCO is important in another sense, as part of the international system established after the Second World War. This system was not created in a vacuum. Instead, it was designed to fill a need, to solve problems which went beyond the borders of the nation state and which could not be handled by individual governments. The need still exists. As for the problems, they have grown immeasurably greater and more complex. It is true that UNESCO, like the rest of the United Nations system, is far from perfect. In this, it is similar to most other human institutions. It is in our interest to press for reform, to make UNESCO more efficient, and to ensure that Canada is part of a strong Western group that continues to support and benefit from UNESCO.

John C. Cairns
University of Guelph

Chapter 3

HOW CANADIANS VIEW UNESCO

UNESCO and its programmes have not been well known to ordinary Canadians, as distinct from scientists, educators and specialized organizations. Since 1983, however, Canadians have been subjected to considerable newspaper and electronic media coverage, associated with the withdrawal of the United States from UNESCO.

Canadian and international media coverage has focussed on issues of UNESCO management, UNESCO leadership, and the "politicization" of UNESCO. Sensational stories merit special attention. The media coverage has had some similarities with the annual reporting of the Auditor General's report on Canadian government activities, albeit less extensive in coverage and less sensational in style. The positive achievements of UNESCO, which are numerous, have taken place without publicity and press coverage.

More recently, media coverage has turned toward speculation that Canada will decide to withdraw from UNESCO. Senior government officials cite withdrawal as an option. The Secretary of State for External Affairs, the Right Honourable Joe Clark, has announced that the Canadian Government is engaged in a thorough appraisal of all aspects of Canadian foreign policy, and Canada's participation in UNESCO is considered an issue of obvious importance. These circumstances have caused much concern among the "silent Canadians" who know and respond to the UNESCO programmes.

During the past six months numerous Canadians, both as individuals and as representatives of organizations, have written letters, sent telegrams and contacted the press to express their support of UNESCO. They have urged that Canada continue as a member of UNESCO, and that Canada support the need for change from within. This chapter reflects their message.

It is accepted that a complex, worldwide organization such as UNESCO, embracing some 160 Member States, is bound to have philosophical and political disagreements, as well as serious organizational problems. Duplication and inefficiency are not uncommon to such organizations, and UNESCO is no exception. However, it is felt that Canada should mobilize its own experience to provide constructive criticism, advice and assistance to UNESCO. It is equally the view of most Canadians who have commented on UNESCO that UNESCO is an important international agency which deserves the support of the Government and the people of Canada. Some of their statements appear on the following pages.

"Inherent in the work of UNESCO, however imperfect it may be at any one time, is the operation of a positive world-wide organization devoted to the well-being of the spirit of man. It is through the arts and sciences and education that mankind's lot will improve, and in that process one sees, however dimly, the prospect of a lasting world peace. That UNESCO brings thoughtful, intelligent and caring people together to work for the common good is a compelling reason for its preservation."

Mary Elizabeth Bayer
Victoria, British Columbia

"...le seul véritable laboratoire mondial existant d'éducation à la paix et de coopération intellectuelle entre tous les peuples."

Jean-Marie Beauchemin
Sillery (Québec)

"Le Conseil est convaincu de la nécessité d'organismes mondiaux d'éducation comme l'UNESCO."

Jeanne L. Blackburn
Présidente
Conseil des collèges
Gouvernement du Québec

"With the increasing population of the world the need for UNESCO will become ever greater. The present tragic situation in Ethiopia is an example of the necessity for such an organization to obtain or to coordinate obtaining the scientific and technical information necessary to provide the answers as to what part the pressure of population, what part climatic changes and what part the present political situation have had in creating the present crisis."

J.E. Blanchard
Halifax, Nova Scotia

"En éducation des adultes et plus spécialement dans une perspective d'éducation permanente, l'UNESCO a joué depuis sa création jusqu'à aujourd'hui, jour de l'ouverture à Paris de la quatrième Conférence internationale sur l'éducation des adultes, un rôle de premier plan et de première importance. C'est grâce à l'UNESCO que des spécialistes canadiens de l'éducation des adultes ont pu entrer en dialogue et souvent en coopération multilatérale avec des spécialistes d'autres pays, et notamment de pays du sud ou en voie de développement; ils ont pu ainsi apporter leur concours au développement de ces pays, et en retour renouveler

leurs problématiques et leurs pratiques pour collaborer plus efficacement au développement du Canada."

Guy Bourgeault
Doyen, Faculté de l'éducation permanente
Université de Montréal

"The achievements of UNESCO in intergovernmental science activities have won high praise in the past from its Member States, including the United States. Of particular interest are the efforts of UNESCO, through its Intergovernmental Oceanographic Commission (IOC), in contributing to the World Climate Research Program. Global cooperative research programs on the oceans have been mobilized by the Commission which represents the only intergovernmental ocean organization in the world and which liaises closely with the World Meteorological Organization and the International Council of Scientific Unions. CMOS is worried that substantial withdrawals of Member States from the Organization will result in a disruption of international science activities. In particular, the situation could occur where the world research community would be unable to continue with its present programs of global climate and ocean studies."

N.J. Campbell
President
Canadian Meteorological and Oceanographic Society

"Nous croyons qu'il doit exister un tel lieu de rencontre où les pays viennent exposer leurs problèmes et leurs attentes. Nous croyons que sans être un lieu de défoulement, il peut être salutaire qu'un organisme serve de plaque tournante d'idées différentes émanant de partout dans le monde."

Jacques Chagnon
Président général
Fédération des Commissions scolaires catholiques du Québec

"UNESCO has made a substantial contribution to global understanding and local action... UNESCO has developed a unique capacity in the scope and range of its activities involving not only governments, but associations, organizations, institutions, families and private citizens in many countries. I am not aware of any other agency which has demonstrated the capacity that UNESCO has, even with its weaknesses."

Alan M. Clarke
Ottawa, Ontario

"Canada, through the appointment of the Honourable David MacDonald, and the overwhelming response of the public and government agencies to needs in Africa, made a positive contribution, once the facts became visible. With respect to UNESCO, the positive facts have not yet become visible, and the danger is that we respond to sensationalism rather than providing on-going and constructive support to an international agency which has the challenge of addressing the needs of people throughout the world that we in Canada take for granted in the areas of education, science and culture."

Joy Cohnstaedt
Winnipeg, Manitoba

"C'est en effet, le seul forum international (Nord-Sud et Est-Ouest) sur l'éducation, la science, la culture et les communications.

Sur le plan de la culture, l'UNESCO a contribué de façon déterminante à sauver le patrimoine international. Qu'on se rappelle des trésors en amont du barrage d'Assouan en Égypte, et des autres sauvetages en Asie, en Afrique, en Europe.

Au niveau des communications et de l'éducation l'UNESCO a été la responsable de deux commissions importantes. La Commission d'étude sur l'éducation en 1972 et en 1979 la Commission internationale d'étude sur les problèmes de la communication.

L'UNESCO procure à tous les pays un accès privilégié à l'information sur la situation dans les différents pays touchant ces quatre secteurs d'interventions.

En tant que membre de la Commission canadienne pour l'UNESCO depuis 20 ans, l'Institut canadien d'éducation des adultes a vraiment apprécié le travail que cet organisme international a fait pour le développement de l'éducation des adultes. Entre autre, l'UNESCO a été responsable de la deuxième conférence mondiale sur l'éducation des adultes tenue à Montréal en 1960.

Dès ce moment l'UNESCO a fait valoir l'urgence de l'alphabétisation dans le monde et le droit pour tous à l'éducation.

Nous pourrions multiplier les exemples où l'UNESCO a été pour le Canada un facteur privilégié de développement et de coopération."

Esther Désilets
Directrice
Institut canadien d'éducation des adultes

"Most Third World countries have a great deal of confidence in UNESCO. Its expertise and networking, coupled with the resources that we have here in Canada, have proven to be invaluable. If we are ever going to solve the problems

of the Third World, education has to be a major component of that solution. In order to provide meaningful assistance we need an organization like UNESCO."

Robert Dyck
National Director
Canadian Organization for Development through Education

"L'AFEAS participe depuis plusieurs années aux travaux de la Commission canadienne pour l'UNESCO; nous siégeons actuellement à la Sous-commission de l'éducation et à la Sous-commission de la condition féminine. L'AFEAS est un organisme d'éducation populaire qui considère que l'UNESCO a contribué et contribue toujours à l'évolution des dossiers et programmes de formation des adultes."

Lise Girard
Secrétaire générale
Association féminine d'éducation et d'action sociale

"Malgré ses défauts, l'UNESCO demeure la seule organisation intergouvernementale pour laquelle les sciences sociales soient un domaine majeur d'activité. Comme les autres membres de l'Association canadienne de science politique, par exemple, j'ai eu souvent l'occasion d'apprécier les nombreux bénéfices que l'on peut retirer des activités de l'UNESCO. Qu'il suffise de citer, parmi les plus récentes, le très fructueux Colloque international sur les problèmes fondamentaux et les défis posés aux sciences sociales en Amérique du Nord. Le retrait du Canada d'une telle Organisation serait cruellement ressenti par tous ceux qui travaillent dans le domaine des sciences sociales en les privant d'un instrument unique de coopération internationale."

Guy Gosselin
Professeur
Université Laval

"In 1982, UNESCO was the sponsor of an important World Congress on Books. Its deliberations were instructive, its series of reports useful, and the follow-up for the encouragement of reading was very important... Recently, UNESCO has announced a program destined to assist countries in improving their book industries... We hope such opportunities will be offered to Canadians."

Francess G. Halpenny
Chairman
Book & Periodical Development Council

"UNESCO provides a vital forum for dialogue which can lead to better understanding, harmony and peace. In a troubled world, we must use all means, however imperfect, to advance this dialogue."

John Hobday
Executive Director
The Samuel and Saidye Bronfman Family Foundation

"The International Music Council secretariat is located on the UNESCO premises and works very closely with the U.N. body at various endeavours, especially in the Third World where funds for the preservation and promotion of our world musical heritage are most needed and, unfortunately, most scarce...The Organization may have some faults, but it also performs tasks that no other international body is equipped to undertake; the IMC is but one of the many witnesses to such work."

Guy Huot
Secretary General
Canadian Music Council

"Canada has a strong tradition of supporting the world of non-governmental, voluntary organizations in education and culture. UNESCO supports this approach, both within Canada and in its world-wide operations. It practices voluntary action on a world scale. It links voluntary organizations in education and culture across national boundaries.

More than any other global organization, UNESCO has led in the fight against the scourge of illiteracy. Its infrastructure and human leadership role has been key to the development of effective literacy campaigns wherever they exist throughout the world. It is noteworthy that this leadership has extended, quietly and effectively, into literacy work within our own country.

Our own government recognizes the key role of training in the economic life of Canada. This factor is also critical on a global scale. Many states lack the resources Canada can mobilize for effective skill development. They need the linking to expertise, the exchange of skilled personnel, and the dissemination of innovations for the development of their labour forces. UNESCO does this, and does it well."

Anne Ironside
President
Canadian Association for Adult Education

"UNESCO is the only organization dealing with education as a primary objective, with the intergovernmental scientific programmes, and with the problems of the social sciences, culture and communication, in the many countries and regions of the world."

Margaret Jackson
National President
The Canadian Federation of Business and
Professional Women's Clubs

"The record of UNESCO's achievements since 1946, especially in assistance to literacy efforts throughout the world, is quite impressive. Its contribution has been crucial in developing and developed countries alike... The world community of nations needs a worldwide organization in the spheres of culture and education; it needs UNESCO... Canada has a very good record of positive involvement in the important work of UNESCO."

Jindra Kulich
Director
Centre for Continuing Education
University of British Columbia

"Durant huit ans, on m'a fait l'honneur de m'élire président d'une ONG, l'Organisation catholique internationale du Cinéma (Statut B près l'UNESCO), ce qui m'a permis d'être impliqué dans les activités de l'UNESCO.

Tout en admettant que des réformes s'imposent, je demeure convaincu de la haute importance d'une telle institution pour l'avancement de l'éducation, de la science, de la culture et de la communication à travers le monde."

Lucien Labelle
Directeur
Office des communications sociales

"Les missions de l'UNESCO relatives à l'éducation, la culture et les communications, son appui à la coopération internationale en ces matières, sont du plus haut intérêt pour le Québec, sa population, ses institutions, son gouvernement."

Bernard Landry
Ministre des Relations internationales et
du Commerce extérieur
Gouvernement du Québec

"I remain convinced that UNESCO plays, and can continue to play, a vital role in maintaining international contact and rendering services -- particularly to the developing countries -- in education, science, culture, communication and the social sciences."

Elizabeth A. Lane, C.M.
Vancouver, British Columbia

"UNESCO is an instrument of peace and goodwill to ensure that the growing interdependence of all nations on earth is positive and constructive. The alternative is the collapse of world society, chaos and nuclear war."

Ron Lane
President
Canadian School Trustees' Association

"UNESCO is the only body to provide regular and extensive liaison for experts in all areas of intellectual, cultural and scientific concern from all over the world. Its publications are of use to many Canadians, both academic and non-academic. Despite problems which inevitably have to be solved, it, like its parent body, remains our last, best hope."

Viviane F. Launay
Executive Director
Canadian Federation for the Humanities

"Il serait en effet regrettable d'affaiblir davantage une organisation internationale essentiellement vouée, depuis sa fondation, à la promotion de la dignité de la personne humaine et à la compréhension ainsi qu'à la rencontre des cultures."

Napoléon LeBlanc, o.c.
Sillery (Québec)

"The National Council of Women of Canada is a strong advocate of literacy programs and UNESCO's work in the literacy field is beyond measure. Largely due to the efforts of UNESCO, over 70 per cent of the world's population are now literate, an increase of approximately 20 per cent since 1946."

Mrs. Margaret MacGee
President
The National Council of Women of Canada

"The Canadian Library Association's own acquaintance with UNESCO is largely through the Canadian Commission for UNESCO. We have participated in a consultative role with the Commission for several years, concentrating our attention on UNESCO's General Information Program, but taking an interest as well in the literacy campaigns and the preservation and restoration of cultural property. We support UNESCO's ongoing work in the development of tools for the processing and transfer of information; the development and use of data bases through the application of modern technology; the training of information personnel and information users; and the development of the documentation, library and archives services of UNESCO."

Judith McAnanama
President
Canadian Library Association

"UNESCO, despite its weaknesses, is a major international fora for concerns ranging from education to communication. As such, Canada has perpetually been in a leadership role and continues to rate high esteem within UNESCO."

Thomas L. McPhail, Ph.D.
Director and Professor
Master of Communications Studies
Programme
University of Calgary

"The record of success established by UNESCO since 1946 with the full support of the Government of Canada and a multitude of Canadians, together with its unique potential for the future, should not be negated by a decision by Canada to reduce or withdraw its support. Such action would be much more devastating than the removal of financial support alone, it would deny the many Canadian organizations and individual citizens the opportunity to participate in UNESCO's task of achieving its basic goals of mutual understanding and respect among the peoples of the world through a broad range of well-conceived and well-executed programs in education, science and culture. It would also prevent Canada from playing an important role in correcting an imperfect, but potentially very useful international situation."

Garnet T. Page, O.C., K.C.M.
Calgary, Alberta

"Parce que plusieurs organismes canadiens ont profité, et pourront encore bénéficier des travaux et de la réflexion de l'UNESCO, l'UPA souhaite fortement que le Gouvernement canadien maintienne sa position actuelle et collabore activement à chercher des solutions dans le cadre de la réforme déjà amorcée à l'intérieur de l'UNESCO."

Jacques Proulx
Président général
Union des producteurs agricoles

"Canadian teachers and students have contributed to and profited from many UNESCO programs."

Brian Shortall
President
Canadian Teachers' Federation

"Canada has greatly profited by its participation in many UNESCO programs. Some of Canada's prestige among nations comes from these endeavours."

Georges F. Singer
Professor, Department of Design
Université du Québec à Montréal

"It has been ACTRA's experience that ... UNESCO is the only international institute that can assist in the development and protection of artists and cultural forces throughout the world."

Paul Siren
General Secretary
Alliance of Canadian Cinema, Television and Radio Artists

"Ayant été personnellement impliqué pendant plusieurs années dans des activités de coopération scientifique internationale menées sous l'égide de l'UNESCO dans des domaines tels le programme de ressources en eau et le développement scientifique et technologique, je voudrais témoigner à ce moment du rôle non négligeable joué au cours de toutes ces années par cette organisation et des retombées que celle-ci a apportées au Canada tant du côté politique qu'économique.

L'UNESCO a pu jouer un rôle important dans la concertation et le développement des activités scientifiques des pays, l'aide au développement scientifique et technologique des pays du Tiers-Monde, et le soutien aux activités d'associations scientifiques internationales telles le Conseil international des unions scientifiques, l'Association internationale d'hydrologie scientifique, etc..."

Michel Slivitzky
Directeur
Institut national de la recherche scientifique
Université du Québec

"UNESCO provides an on-going framework for projecting Canada's scientific image abroad, for facilitating Canadian geological contributions to international development, and for bringing to Canada and its scientists the new ideas, concepts and techniques required to develop our own resource base and to keep our own economy strong."

Charles H. Smith
President
Canadian Geoscience Council

"With UNESCO's demise would disappear the only world-wide forum where the three worlds -- East, West and LDCs -- can pursue their dialogue on so many issues affecting the future of mankind and the quality of life. An imperfect UNESCO --with all its shortcomings -- is still much better than no UNESCO at all."

Guy Sylvestre
Ottawa, Ontario

"UNESCO has been and remains a highly important part of the fabric for the development of the international human system. If we lost it, we would simply have to re-invent it."

John E. Trent
Secretary-General
International Political Science
Association

"Étant impliqué depuis plus de seize ans dans le domaine de l'alphabétisation au Canada et dans le Tiers-Monde, j'ai été à même de profiter de la collaboration de l'UNESCO et d'apprécier le travail essentiel de cette organisation internationale en alphabétisation.

À l'heure où le gouvernement canadien manifeste une grande sensibilité à l'endroit des populations du Tiers-Monde affectées par la famine, il faut souhaiter qu'une attention aussi considérable soit accordée aux racines du sous-développement -- en particulier à l'analphabétisme. Vous savez probablement que l'universalisation de l'enseignement primaire et l'éradication de l'analphabétisme constituent la pierre angulaire du Plan à moyen terme de l'UNESCO (1984-1989) en éducation. Les initiatives prises dans le cadre de ce programme ne peuvent qu'être encouragées. Alors que l'humanité compte plus de 80 millions d'analphabètes, la communauté internationale doit s'associer pour faire face à un tel fléau."

Serge Wagner
Professeur
Université du Québec à Montréal

"Canadians have used (the Canadian Commission for UNESCO's Sub-Commission on Education) creatively to bring voluntary, provincial, federal and linguistic sectors of the national educational effort together in participation on matters such as the joint study of Newfoundland coastal communities. No other Canadian body unites these entities and for this reason alone Canadian actions in UNESCO benefit this country's learning about itself. More broadly, Canadian scientific work in programs like 'Man and the Biosphere' add Canadian knowledge to the conservation of world resources and enrich the Canadian store of information and expertise about those resources."

David Walker
Chairman
Sub-Commission on Education
Canadian Commission for UNESCO

"La mission de notre organisme rejoint un des programmes importants de l'UNESCO qui est de combattre l'analphabétisme car l'objectif du Conseil du Québec de l'enfance exceptionnelle est d'améliorer les services aux jeunes en difficulté dans la province de Québec en soutenant les intervenants qui travaillent auprès d'eux.

Pour soutenir ces intervenants, nous organisons des activités et publions de la documentation qui favorisent la transmission des connaissances dans le domaine. Dans cette perspective de transmission de connaissances, nos experts ont déjà participé, en collaboration avec l'UNESCO, à l'élaboration du glossaire mondial de l'enfance en difficulté.

Dernièrement, la Commission canadienne pour l'UNESCO soutenait un de nos programmes de perfectionnement et ce soutien nous a permis de mieux faire connaître nos programmes et en trois ans le nombre de participants qui ont profité de ces sessions a doublé."

Marguerite Wolfe
Directrice générale
Conseil du Québec de l'enfance
exceptionnelle

Chapter 4

UNESCO AND CANADA - A HISTORICAL PERSPECTIVE

An appropriate starting point is a quote from the Convention creating the United Nations Educational, Scientific and Cultural Organization: "Each Member State shall make such arrangements as suit its particular conditions for the purpose of associating its principal bodies interested in educational, scientific and cultural matters, preferably by the formation of a National Commission broadly representative of the Government and such bodies".

Canada, which was a founding member of UNESCO, assigned to the Department of External Affairs the role of providing advice on Canada's relations and cooperation with the new organization. Canada gave itself ten years to observe and reflect, before creating its National Commission for UNESCO. The history of our cooperation with UNESCO thus has two main phases: 1946-57, and 1958 to the present. These periods are reviewed briefly in the following pages.

1946-1958

During this period the Department of External Affairs was solely responsible for maintaining relations between Canada and UNESCO. The members of each Canadian delegation to the General Conference were proposed to the Minister for approval, as were the candidates for Secretariat positions and experts chosen in response to requests from the UNESCO Secretariat.

Very early on, the Department began consulting national organizations when preparing its position on draft programmes submitted by UNESCO for review at each session of the General Conference. It also studied the budget very thoroughly, given that Canada's contribution to UNESCO was paid out of public funds.

However, at the very first session of the General Conference (1946), UNESCO invited the Member States to participate in a broad programme of educational, scientific and cultural reconstruction in the countries devastated by World War II. Consequently, while the Organization was only beginning to develop a programme of activities based on its constitutional obligations, it was actively involved in carrying out this emergency programme. The Department of External Affairs therefore asked the recently established United Nations Association in Canada - in particular its advisory committee on UNESCO - to determine what role the national educational, scientific and cultural organizations would be willing to play in implementing the UNESCO programme. Following this consultation and a subsequent conference in Toronto, these organizations formed the Canadian Council for Reconstruction Through UNESCO. The Council, which was active from December 1947 to April 1951, not only contributed to the reconstruction programme, but also was regularly consulted by the Department to define its positions on various aspects of the UNESCO programme.

Careful consideration was all the more necessary, because the road to developing the programme was a difficult one. At each General Conference between 1946 and 1952, there was less agreement among the Member States regarding the programme submitted by the Director-General. The resulting division between the idealists and the realists even led to the implicit rejection of the programme at the 7th session (1952), when the budget was voted down. This led to the resignation of the Director-General. The event confirmed that UNESCO had not gained the confidence of all Member States, including Canada. Many governments did not consider the proposed programme an indispensable element in their country's efforts to improve the human condition. More serious was the delay - perhaps hesitation -on the part of intellectuals in associating themselves with UNESCO's work.

UNESCO's Executive Board then carried out a review of UNESCO's activities since the Organization was established, and of Member States' usually contradictory expectations and their shared criticisms. On the basis of this review, the Executive Board submitted to the General Conference, at its 8th session (1954), a set of proposals for the redirection of UNESCO's future programmes. These proposals, to be implemented beginning in the 1955-56 two-year period, called for a new programme with two main components: general activities in keeping with the Organization's constitutional obligations, and special activities which the Organization could undertake on its own initiative or at the request of Member States.

The General Conference adopted these proposals, and passed two amendments. One stated that each member of the Executive Board "shall represent the Government of the State of which he is a national", and the other added the following paragraph to the Board's duties: "Although the members of the Executive Board are representatives of their respective Governments, they shall exercise the powers delegated to them by the General Conference."

By thus modifying the programme and adopting these amendments relating to the status and role of the members of the Executive Board, UNESCO gained the support of the governments, in particular those that were quietly sympathetic, but that had many unanswered questions.

During this period of turmoil within UNESCO, Canada was preoccupied with its own future. In 1949, the government established the Royal Commission on National Development in the Arts, Letters and Sciences. Part of its mandate was to review the situation and recommend approaches concerning Canada's relations with UNESCO and similar organizations.

During their investigation, the commissioners heard extremely contradictory views of UNESCO - ranging from warm praise to severe criticism - and found the same range of opinions in international literature, newspapers and magazines. Although the commissioners acknowledged that the Organization's image was somewhat tarnished, they felt that the critics might be dwelling too much on the shortcomings of this organization, which deserved credit for carrying on one of Western Europe's finest traditions. That tradition, according to the commissioners, was that understanding and benevolence constituted a moral obligation for all thinking beings; if the tradition was upheld properly, it had the potential to contribute greatly to the maintenance of goodwill and peace on the international level. Moreover, they stated, honest acknowledgment of the Organization's weaknesses should make serious-minded people realize that they had a duty to support the objectives fully.

There were numerous submissions from Canadian educators, scientists (in the natural and social sciences) and humanists who expressed their regret at the lack of information, which resulted in their not having access to UNESCO publications and not being notified of conferences, seminars or training sessions organized by UNESCO. These people supported the Social Science Research Council of Canada's view that Canada should utilize its official membership in UNESCO as fully and effectively as possible.

The commissioners concluded that UNESCO was carrying out valuable work and that our country should not take lightly its role as a member of this excellent organization. In its report, made public in the summer of 1951, the Royal Commission recommended that a Canadian Council for the Encouragement of the Arts, Humanities and Social Sciences should be created, and that this Council should act as a commission for UNESCO. This established the framework for Canada's relationship with the Organization between 1958 and the present. In this period, UNESCO has improved its credibility and the Canadian Commission for UNESCO has assumed the role intended for it.

1958 to the Present

Six years after receiving the Royal Commission's report, the Government of Canada tabled a bill in Parliament to create a Canadian Council for the Promotion of the Arts, Humanities and Social Sciences - the Canada Council. The bill was passed, and given royal assent on March 28, 1957. The section in the enabling legislation concerning the Council's aims and powers contained the following provision: "The Governor in Council may assign to the Council such functions and duties in relation to the United Nations Educational, Scientific and Cultural Organization as he considers desirable". On June 14, 1957, an Order-in-Council was passed, under section 8, paragraph 2, of the Canada Council Act, stating that the Canada Council should take steps to establish a National Commission for UNESCO and provide the Secretariat for the National Commission.

On August 20, 1957, the Canada Council implemented the relevant provisions of the Order by creating the Canadian Commission, appointing the members and approving the constitution, which was submitted, along with the proposed by-laws, for review and adoption by the members at the first annual meeting, held in Ottawa on February 5-6, 1958. This new arrangement initiated cooperation between the Canada Council, the National Commission and the Department of External Affairs. According to Marcel Cadieux, then Assistant Under-Secretary of State for External Affairs, the objective was to establish close cooperation between the Commission and the Department, using mechanisms that could be improved with experience.

Mr. Cadieux also felt that UNESCO's 1957-58 programme contained too many diverse elements, and that this had always been a problem for the Organization. Consequently, the Commission should carefully analyze and critically evaluate subsequent draft programmes submitted by UNESCO, so that it can provide the Minister with sound advice in this area. Other fundamental tasks are to coordinate UNESCO programme activities in Canada and facilitate Canadian participation in UNESCO programme activities abroad.

At a luncheon on February 5, 1958, René Maheu, representative of UNESCO's Director-General and the Organization's representative at the United Nations, praised Canada's very valuable cooperation in UNESCO's activities through the work of Canadian delegates in sessions of the General Conference and the Executive Board (Victor Doré) and through the excellent service provided to the Secretariat by Canadian officials and experts. He also indicated that the creation of the National Commission for UNESCO, which he had regarded in 1956 as an aspiration to be realized by future generations, would no doubt broaden its horizons and generate new opportunities for cooperation.

This was the framework and the approach used by the Commission to develop its programme of activities. The Commission succeeded in creating greater awareness and understanding of UNESCO's basic objectives and of the short- and long-term goals of its programmes. The scope of these programmes gradually increased to include not only education, but also the natural sciences, social sciences, and culture and communication.

The Commission has played an invaluable role in identifying suitable resource persons for seminars, meetings of experts and conferences in areas relating to UNESCO's mandate. It has also been very effective in recruiting foreign specialists. Two examples are the 1967 conference on bilingualism in Moncton and the 1972 conference, organized in conjunction with the Secretary of State Department and held in Ottawa, on linguistic and cultural diversity. The Commission was able to carry out these activities and others because it had established and maintained an energetic network of intellectual co-operation among experts in Canada and abroad.

Most importantly, the Commission was able to adapt to the changes in Canadian society in the fields of education, scientific research, higher education and culture. Its success in incorporating new intellectual and professional directions into its activities provided it with a greater understanding and a broader view of the interests of those responsible for these initiatives.

The National Commission's activities cannot be evaluated without taking into account the fundamental changes that have taken place in UNESCO since 1958. From 79, the number of Member States has grown to 161, as of December 31, 1984. This required the Organization to respond to the general needs associated with development and the particular needs of the new member countries. UNESCO again faced the threat of having its constitutional obligations obscured by tasks that were considered immediate and urgent, but that also caused impatience among the new members and hesitation among the older ones. In view of the diversity and urgency of the needs, the older members expressed fears that UNESCO's programmes were becoming less and less coordinated, while stressing the need for more focussed programmes, based on criteria accepted by all parties and on specific objectives relating to UNESCO's constitutional obligations. Accordingly, the General Conference discussed these matters at length at its 16th and 17th sessions and, at its 18th session (1974), adopted a methodology for developing medium-term draft programmes and budgets. During the same period, the Canadian Commission for UNESCO submitted a detailed study of the question to the Secretary of State for External Affairs. The study was prepared by a working group established by the Commission for that purpose. The Secretary of State for External Affairs forwarded the study to UNESCO's Director-General, and indicated that his Department would take these proposals into account in developing its positions on future draft programmes and budgets.

It is highly desirable that the collaboration between the Canada Council and the Canadian Commission for UNESCO, on the one hand, and the Department of External Affairs, on the other, should continue to develop. These joint efforts will benefit Canadians and inhabitants of all countries by helping UNESCO establish the technical conditions for intellectual cooperation throughout the world.

Napoléon LeBlanc
Sillery, Quebec

Chapter 5

THE CANADIAN COMMISSION FOR UNESCO

ITS ROLE AND FUNCTIONS

UNESCO's Constitution provides for the creation of a National Commission in each Member State (see Appendix 3). As an advisory and liaison body, the Canadian Commission for UNESCO assists the Canadian government in fulfilling its obligations as a member of UNESCO. Created in 1957, the Commission is an agency of the Canada Council. The organization of the Commission is shown in Figure 2.

The functions of the Canadian Commission include the following :

* to advise the Department of External Affairs in matters concerning UNESCO;

* to provide liaison with organizations, institutions and individuals in Canada interested in the activities of UNESCO, with the UNESCO Secretariat in Paris, and with the National Commissions in other Member States;

* to perform activities in keeping with UNESCO's objectives and programmes; and

* to promote UNESCO's work in Canada.

The Commission is composed of 59 non-governmental organizations (NGOs), many of which are affiliated with international NGOs which have a formal consultative status with UNESCO. In addition, the Commission has 46 members-at-large and consults 25 government departments and agencies.

The Commission has a 17-member Executive Committee and a Secretariat located in Ottawa. The Secretariat is directed by a Secretary-General and an Associate Secretary-General; it is staffed by Programme Officers for the various UNESCO disciplines, and an Information Section. In addition, the Canada/MAB (Man and the Biosphere) Programme Secretariat is part of the Commission's Secretariat.

Commission members meet once a year to consider and give general guidance on matters of current international or domestic interest raised by the Executive Committee, the Department of External Affairs, the Canada Council, UNESCO and the members of the Commission themselves.

The Commission also takes advice from its sub-commissions on education and the status of women, its advisory committees on culture, communication and social sciences and its committee for the Man and the Biosphere Programme. Made up of specialists and resource persons, these groups analyse the main directions of UNESCO programmes in their respective fields and work closely with the Commission's Secretariat in planning and implementing activities.

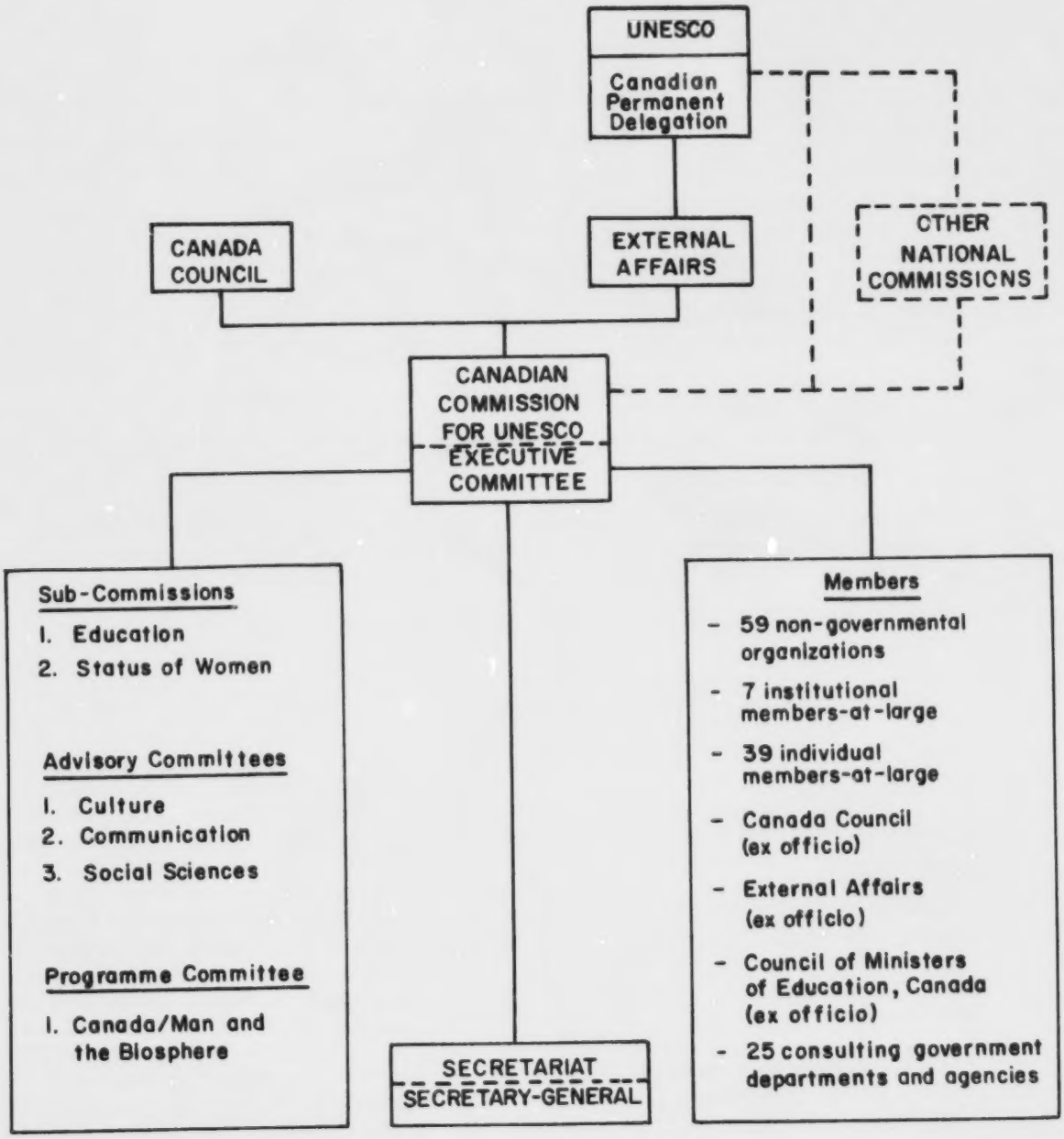

Figure 2: Canadian Commission for UNESCO Organization Chart

The activities of the Canadian Commission for UNESCO flow, quite naturally, from its role as an advisory, liaison, information and executive agency. These include :

* Contributing to the preparation and evaluation of the UNESCO programme;

* advising Canadian delegations to the General Conference and other intergovernmental meetings;

* consulting with universities, researchers, specialists, administrators, journalists and artists;

* preparing reports and performing research, investigations and studies on topics of concern to UNESCO, such as the major world problems of the 1980s, illiteracy, the popularization of science, the World Heritage Convention, the Faure report on the development of education, and joint studies on cultural policies;

* selecting Canadian institutions and specialists to participate in UNESCO meetings, notably on education concerning drugs, disarmament, the environment, human rights, cultural statistics, Arctic languages, women, communication, and the Man and the Biosphere (MAB) Programme;

* organizing international meetings in Canada in cooperation with UNESCO headquarters;

* arranging conferences, seminars and symposiums, in particular on the Canadian sites on the World Heritage List (1980), water conservation strategies (1981), renewable resources and the economy of the North (1981), biosphere reserves (1981), international communications (1982), social indicators of the quality of life (1982), women and public policies (1983), and social sciences in North America (1983) (see also Appendix 5);

* publishing a quarterly bulletin, press review, film catalogue, occasional papers on education, culture, science and communication, and disseminating information material (see also Appendix 7);

* maintaining a photo library of approximately 1,500 photos on forty different subjects and a film library of UNESCO films.

The current membership and staff of the Canadian Commission for UNESCO are listed in Appendix 6.

Chapter 6

CANADA AND THE UNESCO PROGRAMME - AN INTRODUCTION

The UNESCO programme is based on the Medium-Term Plan for the years 1984-1989 which was prepared from an analysis of current world problems, and approved by the General Conference of 1982. UNESCO has identified fourteen Major Programmes to respond to the issues in the Plan. Each Major Programme is, in turn, divided into a number of programmes and sub-programmes. The titles of the Major Programmes are:

I Reflection on World Problems and Future-Oriented Studies

II Education for All

III Communication in the Service of Man

IV Formulation and Application of Education Policies

V Education, Training and Society

VI The Sciences and Their Application to Development

VII Information Systems and Access to Knowledge

VIII Principles, Methods and Strategies of Action for Development

IX Science, Technology and Society

X The Human Environment and Terrestrial and Marine Resources

XI Culture and the Future

XII The Elimination of Prejudice, Intolerance, Racism and Apartheid

XIII Peace, International Understanding, Human Rights and the Rights of Peoples

XIV The Status of Women

The fourteen Major Programmes represent the missions that UNESCO has set out to fulfil. They are interdisciplinary and intersectoral; that is, they involve a number of UNESCO management units in their execution. Their budgets are summarized in Chapter I. The details of the Major Programmes are described more fully in the document called "22 C/5, Approved Programme and Budget for 1984-85" (753 pages) which was approved by the General Conference in the fall of 1983.

The purpose of succeeding chapters in this paper is to provide the reader with a fuller insight into Canadian participation in these UNESCO programmes, and some of the benefits derived from them. The fourteen Major Programmes have been grouped into more generalized sections, or chapters, for ease of presentation. Three of the Major Programmes, for example, fall under the heading of Education. Three others are grouped under Science. The titles of the relevant Major Programmes appear at the beginning of each chapter.

Canadian participation in UNESCO activities is extensive. It includes participation in intergovernmental conferences and meetings of experts, consulting, authoring papers, instructing foreign students, the provision of data, employment by UNESCO, receipt of prizes, fellowships, grants and contracts, the exchange of scientific data and interpretations, the use of UNESCO publications, statistics, conventions, and many other forms.

Canadians not only contribute knowledge, experience and services to UNESCO, but we reap benefits which are widespread and impressive. UNESCO has served as a tremendous catalyst in causing us, guiding us, coordinating us, assisting us, and even funding us to do things in education and science and culture which we might not have otherwise done. We have had access to ideas and research findings, high quality publications and periodicals, cultural exchanges, data and statistics. We have had the opportunity to work in foreign lands, and in environments not found in Canada. This paves the way for mutual understanding, and possibly for trade and related commercial activity.

The following chapters are, in part, a representative catalogue of the activities of many Canadians. But they are more. They provide a fuller view of the aims and objectives of the UNESCO programmes. They explain how Canadians are responding to them. They discuss in more detail the benefits we receive from them. The question of whether Canada should do more (or less?) and in which programme or sub-programme is, however, left unanswered.

Chapter 7

EDUCATION

Major Programme II
Education for All

Major Programme IV
The Formulation and Application of Education Policies

Major Programme V
Education, Training and Society

Education is a fundamental human right and a key element in overall world development, yet many obstacles hinder educational advance.

UNESCO education activities seek to overcome these obstacles. They cover a considerable spectrum of objectives and programme actions that are designed to combat illiteracy and to facilitate the access of underprivileged groups, such as the inhabitants of rural areas, women and girls, the handicapped and cultural minorities. Furthermore, UNESCO provides a wide field of action for educational innovation. These include research into new ways of learning and the impact of new technologies on educational policies and the training of educational personnel.

UNESCO education programmes also place special emphasis on the introduction of the environmental, cultural and scientific dimension into educational plans and curricula.

UNESCO relies on a network of offices and institutions to carry out part of its education programmes. They include six regional educational bureaux, the International Institute for Educational Planning in Paris, the UNESCO Institute for Education in Hamburg, and the International Bureau of Education in Geneva.

UNESCO is the only United Nations specialized agency which provides a mechanism whereby Canadian non-governmental organizations may be involved alongside Governments in the elaboration and implementation of the Organization's work. Member States (such as Canada) are charged under Article VII of the UNESCO Constitution with associating their principal bodies interested in educational, scientific and cultural matters with the work of the Organization, preferably by the formation of a National Commission broadly representative of the Government and such bodies.

In general, the education programmes of UNESCO have won high praise from Member States and have not led to controversy. Nevertheless, one sub-programme (out of 48) which deals with "work in education for national liberation movements", tends to be politically sensitive.

The total annual budget for the three Major Programmes in Education is approximately $42 million (U.S.), or 21% of the total regular programme.

Canadian Participation

Canadians have been actively involved in a wide range of UNESCO education activities. The extent of this interest is shown by the participation of 27 member organizations and 11 individual members-at-large in the Sub-Commission on Education of the Canadian Commission for UNESCO. As well, the Council of Ministers of Education, Canada, the Secretary of State and other federal and provincial agencies, and a number of universities and educational bodies, participate in UNESCO activities.

The Canadian involvement takes many forms, including attendance at intergovernmental conferences or meetings of experts, participation in UNESCO contracts or as consultants to UNESCO, receipt of fellowships or grants under UNESCO's Participation Programme, participation in joint studies sponsored by National Commissions, the preparation of articles for UNESCO publications, and employment on the staff of UNESCO in many parts of the world.

The following is by no means an exhaustive enumeration of Canadian collaboration in the education programmes. It is intended as a representative overview of the broad range of activities in which Canadian educators, field experts, consultants, authors and professional education associations are involved.

1. Standard-Setting Instruments

An international instrument, in the terminology of UNESCO, is a convention, a recommendation or a declaration adopted by the UNESCO General Conference or a related intergovernmental body. Although not legally binding on Member States, it carries the moral authority of the international community.

Canadians have been involved in preparatory meetings and negotiations leading to the formulation of many of these instruments. Requests from UNESCO that Member States report on the implementation of these instruments at regular intervals have assisted provincial, federal and other education authorities in Canada in assessing and evaluating Canadian educational structures and programmes. In turn, these groups are informed of regulations, laws and programmes implemented by other Member States through the UNESCO summary reports which are circulated to all Member States.

UNESCO has adopted the following instruments in the field of education :

a) Convention and Recommendation Against Discrimination in Education, 1960.

b) Convention on the Recognition of Studies, Diplomas and Degrees Concerning Higher Education in the States Belonging to the Europe Region, 1979.

c) Recommendation on the Development of Adult Education, 1976.

d) Recommendation Concerning the Status of Teachers, 1966.

e) Recommendation Concerning the International Standardization of Educational Statistics, 1978.

f) Recommendation Concerning Technical and Vocational Education, 1974.

g) Recommendation Concerning Education for International Understanding, Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms, 1974.

h) International Charter of Physical Education and Sport, 1978.

2. Participation in UNESCO Meetings

a) Intergovernmental Conferences

Canada participates on a regular basis in the International Conference on Education held every second year, the Conference of Ministers Responsible for Education, and all UNESCO education conferences of a representational nature such as the Fourth International Conference on Adult Education, which was held in March, 1985. In preparation for these conferences, the Canadian Commission for UNESCO brings together the voluntary, provincial, federal and linguistic sectors of the national educational community to elaborate Canadian priorities and recommendations. This assists the Department of External Affairs in the formulation of the Canadian position at these conferences.

b) Meetings of Experts

Canadian scholars, educators, and representatives of professional associations participate every year in various meetings in their personal capacity. Some recent participants include :

* Prof. Roger Boshier, University of British Columbia; Prof. Colette Dufresne-Tassé, University of Montreal. European Conference on Motivation for Adult Education, Hamburg, Federal Republic of Germany, March, 1983.

* David Walker, Executive Director, TVOntario. UNESCO Regional Seminar on the Effective Use of Educational Broadcasting, Perth, Australia, May, 1984.

* Gail Larose, Association of Universities and Colleges of Canada; Jennifer McQueen and Laurent Aubin, Public Service Commission. Meeting of Experts on Training Policies for Human Resources Development, Bucharest, Romania, November, 1984.

* Dr. Graham Orpwood, Science Advisor, Science Council of Canada. 39th Session of the International Conference on Education, Geneva, Switzerland, October, 1984.

* Dr. Mario Cardinal, Vice-President, Institut international de la communication, Montreal; Dr. I. Waniewicz, TVOntario. Education and the Media - Trends, Issues, Prospects, Munich, Federal Republic of Germany, January, 1982.

* Yves Poirier, Dean, Faculty of Education, University of Ottawa. Meeting on the Least Developed Countries' Needs and Priorities in Regard to Education, Paris, France, September, 1982.

* Reynald Chabot, Repentigny, Quebec; Brian E. Cox, Ottawa. Meeting of Experts on the Co-ordination of School and Out-of-School Education Concerning the Problems Associated With the Use of Drugs, Lisbon, Portugal, September, 1980.

Canadians have often been elected rapporteurs during these meetings.

Immediate benefits arise from the sharing of ideas and research findings at the international level. Through different networks such as the Sub-Commission on Education and learned journals, the reports of these meetings are then distributed widely to Canadian education associations and other interested groups and individuals.

3. Contracts

Examples of UNESCO contracts with Canadians in the education field include the following :

* Professor John Ogletree, University of Western Ontario. New Trends in Biology Teaching, February, 1985.

* UNESCO/CIDA/CODE, 1984 - A formal agreement between UNESCO and the Canadian Organization for Development through Education (CODE), with assistance from the Canadian International Development Agency (CIDA), will provide several tons of paper and small equipment to support major literacy initiatives in Ethiopia, The Gambia and Malawi. The Canadian contribution is evaluated at approximately $1,742,000. Economic as well as educational benefits can be assured from participation of this nature.

* Marie-Paule Dessaint. A Case Study on the Use of the Press as a Means for Distance Learning, June, 1982.

* Ruth Rose-Lizée and Michel Lizée. Democratization of Education in Quebec : A Case Study in North America, 1978.

4. Consultants

In the period from 1 January, 1983 to 31 July, 1984, UNESCO hired a number of Canadian consultants for education projects. They include :

* Dr. David Baine, Department of Educational Psychology, University of Alberta. UNESCO/International Labour Organisation (ILO) project on "Training and Rehabilitation of the Disabled - Special Education in Burma, Review and Recommendations", August, 1984.

* William Tennant. UNESCO/United Nations Development Programme (UNDP) training project in Pakistan.

* John Wood. UNESCO/Foundation for International Training (Canada) project. Technical Advisor in Kenya.

* G. Dhatt. UNESCO/Foundation for International Training (Canada). Mission in Ivory Coast.

* Lorne Gretsinger. UNESCO/UNDP. Mission to Sri Lanka.

* Marcel Lavallée. UNESCO/UNDP. Mission to Congo.

5. UNESCO Publications and Educational Materials

UNESCO's role as a clearinghouse for periodicals, bulletins and other education materials is unique and could not easily be duplicated by any other body. The publications are of high calibre. They are well received by the Canadian education community.

Some examples of education publications include :

* Objective : Literacy

* Prospects. Quarterly Review of Education

* Bulletin of the International Bureau of Education. Educational Documentation and Information

* Higher Education in Europe. Quarterly Bulletin of the European Centre for Higher Education

* Sector bulletins such as the UNESCO Adult Education Information Notes and the Technical and Vocational Education Bulletin

Articles by prominent Canadian researchers in these publications demonstrate Canadian educational achievements at the international level. Through their writings, these authors also often establish useful professional ties with other academics or researchers in the international community.

Examples of Canadian articles in recent issues of Prospects include "Mother-Tongue Education : Problems and Prospects" by W.F. Mackey, Université Laval, and "Focus on Mass Literacy Campaigns" by Serge Wagner, Université du Québec à Montréal.

6. UNESCO Fellowships

During the period 1982-83, thirteen foreign students studied or undertook research in Canada in the field of education, with the assistance of UNESCO fellowships. They came from Asia (9), Africa (2), the Arab States and Latin America. Their fees were paid directly to Canadian universities or training institutions. Although specific evaluation has not been done, there are considerable benefits gained from the exchange of ideas and contact with students of other cultures.

7. UNESCO Participation Programme Grants

UNESCO awarded $23,000 in grants for Canadian education projects during the 1981-83 biennium. For 1984-85, a total of $29,600 has been approved to date. Details of these projects and their sponsors are given in the section of this report describing the UNESCO Participation Programme.

8. UNESCO Statistics

The publication of worldwide education statistics and other information is a unique service which UNESCO renders to the academic community. Canadian researchers make extensive use of the UNESCO Yearbook of Statistics and other related documents. In turn, Canadian data is provided to UNESCO on an annual basis by Statistics Canada.

9. European Joint Studies

The National Commissions for UNESCO in the Europe Region (which includes Canada) have established a joint studies programme to enhance research on specific topics in the field of education.

The Canadian Commission for UNESCO is currently involved in three Joint Studies in Education :

a) The New Technologies in Information and Communication and Their Impact on Education
b) The Microcomputer in the Teaching/Learning Process
c) The Participation of Different Social Groups in Educational Planning and the Education Process

These studies have received assistance from UNESCO, the Secretary of State, and the Canadian Commission for UNESCO. Extensive resources, research and staff support have also been provided by Canadian agencies in charge of the projects - TVOntario and the Institut canadien d'éducation des adultes. These projects involve collaboration and input from numerous Canadian educational planners and decision-makers, administrators, universities, teachers, creators of educational systems in software and hardware, and the private sector.

10. Canadians on UNESCO Staff

Canadian universities have been able to offer expert staff to UNESCO both at its headquarters in Paris and in the field. Canadian academics often act as short-term or long-term consultants directly with UNESCO or through some of UNESCO's extrabudgetary activities funded by agencies such as the United Nations Development Programme.

There are currently seven Canadians employed in the Education Sector of UNESCO. They are :

Name	Position	Classification	Location
G. Auger	Programme Specialist, Network of Educational Innovation for Development in Africa, NEIDA Secretariat	P5	Senegal
W. Joseph	Training of Agricultural Teachers and Advisors	P5	Togo
A. Lemay	Advisor in Educational Planning, Regional Office for Education in Africa, Dakar (BREDA)	P4	Senegal
G. Young	Sub-Regional Education Advisor for the Caribbean, Kingston	P4	Jamaica
E. Fisher	Programme Specialist, Division of Statistics on Education	P5	Paris
W. McNevin	Editor (English), Publications Unit	P3	Paris
M. Gingras	Secretary, Division of Financing of Education	GS3	Paris

11. Specific Examples of Canadian Involvement in UNESCO Activities

The following three activities are illustrative of Canadian involvement in UNESCO programmes. This choice is very subjective. Other areas could have equally demonstrated where Canadian participation has been profitable.

a) Adult Education

Canadians are known and respected worldwide for their work in adult education.

The origin of the UNESCO Recommendation on the Development of Adult Education can be traced to the Second International Conference on Adult Education, held in Montreal in 1960. At that time, UNESCO had been asked to issue a statement on the subject. This was followed by the Third International Conference on Adult Education in Tokyo in 1972, where a resolution was adopted which requested that the General Conference ensure the formulation and adoption of an international instrument on adult education.

The Canadian Commission for UNESCO and various Canadian bodies, in particular the Institut canadien d'éducation des adultes and the Canadian Association for Adult Education, actively collaborated in all stages of the formulation of this Recommendation; specifically

* 1974-75 - Information work on the preparatory activities at UNESCO headquarters in Paris

* 1975-76 - Distribution of the preliminary version in Canada; consultation with concerned parties by the Canadian Commission; formulation and circulation of a "Canadian reaction" (February, 1976)

* June, 1976 - A Canadian delegation actively participated in the preparation of a proposal for the UNESCO General Conference.

* October-November, 1976 - Adoption of the Recommendation, supported by the Canadian delegation, at the 19th Session of the General Conference of UNESCO, in Nairobi, Kenya.

Since the adoption of this Recommendation, important Canadian reports have been published on adult education and several provinces have formulated official policies.

The Canadian Commission for UNESCO and other groups made a significant contribution to the Fourth International Conference on Adult Education, held in Paris in March, 1985. The International Council on Adult Education, headquartered in Toronto, also played a leading role.

b) Cooperation with UNESCO in the Field of Special Education

UNESCO's Special Education Programme was established in 1968.

Canadian specialists and specialized institutions have participated in the following ways :

* The first UNESCO publication on special education, issued in 1970, was written by a Canadian journalist, Pâquerette Villeneuve, and was titled "Education for Handicapped Children?"

* International Round Table on the theme "How the Handicapped are Presented to the General Public", UNESCO, Paris, June, 1977.

* UNESCO Expert Meeting on Special Education, 1979. Dr. Peter Owsley, Amherst, Nova Scotia.

* International Year of Disabled Persons - World Conference on Actions and Strategies for Education, Prevention and Integration, Torremolinos, Spain, 2-7 November, 1981. André Leblanc, Health and Welfare Canada, Ottawa, was the Rapporteur General. Edward Bruce (Alberta), John Dyck (Manitoba) and Walter Davis (Newfoundland) also participated.

* Handicapped Children; Early Detection, Intervention and Education. Selected Case Studies : Canada, J.M. Bouchard, Université du Québec à Montréal, 1981.

* Terminology on Special Education, IBEDATA series. Lise Brunet, University of Montreal, was principal consultant/editor. Second edition, 1984.

* Training and Rehabilitation of the Disabled - Special Education in Burma. David Baine, consultant for the project, 1984.

Contacts have also been established with a number of specialized centres and institutes, in particular with the Department of the Secretary of State and the National Institute of Mental Retardation, York University, Toronto.

c) Literacy Activities

In the field of literacy, the involvement of the Sub-Commission on Education of the Canadian Commission for UNESCO in the preparation and publication of the Occasional Paper on "Adult Illiteracy in Canada - A Challenge" (1983) led to increased awareness by the federal and provincial governments, educational institutions and voluntary organizations of this important concern. The Occasional Paper was released on International Literacy Day and brought extensive media coverage of the problem. It drew attention to the role of UNESCO and the Canadian Commission for UNESCO in assisting Canadians who are involved in carrying out programmes in literacy, be they tutors, planners, designers of educational materials, or others.

The momentum created by these activities is continuing. A public awareness and literacy seminar was held in 1984. It led to the adoption of a Right to Read Declaration which was used in the celebration of International Literacy Day in Canada. It also led to the creation of an informal network among the media and literacy practitioners.

Canadian Benefits

The benefits to Canadians from the UNESCO education programmes are widespread.The immediate benefits are the sharing of ideas and research findings among international colleagues. Reports on international meetings and workshops, not all of which are attended by Canadians, are distributed widely to Canadian education associations and other interested groups and individuals. Much of this information flow occurs through networks such as the Sub-Commission on Education of the Canadian Commission, as well as through learned journals.

The UNESCO role as a central clearinghouse for periodicals, bulletins and other educational materials is unique and could not be readily duplicated by another body. The UNESCO publications are of high quality. They are well received by Canadian departments of education, school boards, researchers, literacy tutors and others. They frequently include articles by prominent Canadian researchers in the field of education. Such articles demonstrate Canadian educational achievement at the international level, and they assist Canadian researchers in establishing professional ties with other academics and researchers in the international community.

The International Bureau of Education in Geneva and the International Institute for Educational Planning are UNESCO institutions which are widely used by Canadian researchers in comparative education. In turn their contributions, along with those of provincial education ministries and the Department of the Secretary of State, ensure that the Canadian education system is clearly described to other educational researchers and governments.

UNESCO's reputation in the collection and analysis of statistical data for use by Member States has long been recognized. It is the principal and most authoritative worldwide source of educational statistical data, including data from East Europe and the developing countries. Canadian researchers make extensive use of the UNESCO Yearbook of Statistics and other documents on quantitative analysis and projections concerning the role of education. Canadian data is provided to UNESCO by Statistics Canada on an annual basis. Canadian universities participate regularly in these surveys.

UNESCO's standard-setting activities (instruments) in the field of education serve a number of useful purposes. For example, the UNESCO Convention on the Recognition of Studies, Diplomas and Degrees Concerning Higher Education in the States Belonging to the Europe Region is a useful tool for the exchange of information on systems of higher education around the world, and it is a resource for university registrars and admission officers.

Chapter 8

SCIENCE

Major Programme VI
The Sciences and Their Application to Development

Major Programme IX
Science, Technology and Society

Major Programme X
The Human Environment and Terrestrial and Marine Resources

The appointment of Sir Julian Huxley, a distinguished scientist and an accomplished popularizer of science, as UNESCO's first Director-General ensured that science and technology would play an important role in UNESCO. In 1946, he wrote "The application of scientific knowledge provides our chief means for raising the level of human welfare". Since then, science and technology have become a major force in industrialized countries and indispensable to the progress of developing nations. One can cite as examples the development of high-yielding strains of wheat and rice, scientifically-based medical advances to eliminate smallpox and reduce polio and diphtheria, and technological developments in communications.

The role of UNESCO is to foster the development of science and technology throughout the world, in order to increase both the material and spiritual welfare of mankind. It does so within the cultural context of each national group, in a way that responds to their own needs, wishes and aspirations.

UNESCO's science and technology programmes cover both basic and applied sciences and engineering. UNESCO is the only organization in the United Nations system whose mandate includes the support of basic sciences. While there are a number of specialized agencies in the U.N. system that apply science and technology to specific missions such as health, food and communications, UNESCO supports much of the scientific infrastructure on which the programmes of the mission-oriented U.N. agencies thrive. In addition, because of conditions in developing countries, many of UNESCO's science programmes stress development goals.

UNESCO itself does not undertake research. It is best described as a promoter of science. While the effects of UNESCO actions may be relatively small in themselves, they are greatly amplified by the actions of others. For example, it is estimated that UNESCO's science and technology activities translate into the participation of more than 20,000 scientists each year, and an annual expenditure for national or sub-regional projects of $500 million (U.S.). In addition, more than 4,000 researchers benefit each year from educational programmes organized under the guidance of UNESCO.

UNESCO promotes science through a number of scientific and technological organizations - the professional bodies representing various disciplines. The major body is the International Council of Scientific Unions (ICSU), of which Canada is a member. ICSU receives an annual subvention from UNESCO of about $500,000 (U.S.). UNESCO maintains 5 Regional Offices for Science and Technology and a number of international networks. It supports workshops, courses, seminars and symposiums. In 1983, there were 400 participants in the earth sciences alone, including Canadians. UNESCO also provides consultancy services, grants for research and travel, fellowships and equipment. These are but some examples of how UNESCO works in science.

The UNESCO work plan embodies three major science programmes: The Sciences and Their Application to Development; Science, Technology and Society; and The Human Environment and Terrestrial and Marine Resources. Part of the first programme is devoted to the social and human sciences. The annual budget for these three programmes is $34.6 million (U.S.), or 17.5% of the total UNESCO budget.

UNESCO's science programmes receive strong support from Member States. At the most recent General Conference (Paris, 1983), the United Kingdom delegate said "UNESCO's best work is done in the sciences, and especially in the programme on the Human Environment and Terrestrial and Marine Resources." The United States delegate referred to the major intergovernmental science programmes as "the jewels in UNESCO's crown". Because of the size and variety of UNESCO's science activities and Canada's interest in them, they will be described below in 5 sections, namely:

A. The Natural Sciences and Their Application to Development

B. The Social Sciences and Their Application to Development

C. Science, Technology and Society

D. Earth, Water and Marine Resources Programmes

E. Man and the Biosphere (MAB) Programme

A. THE NATURAL SCIENCES AND THEIR APPLICATION TO DEVELOPMENT

These programmes encourage research, training and international cooperation in the natural sciences (mathematics, physics, chemistry and biology), technology and the engineering sciences. Three key areas have been identified for special attention: informatics, applied microbiology and biotechnology, and renewable energy. The thrust is to help developing countries take initiatives on their own, rather than merely copying northern solutions.

Canadian Participation

Examples of Canadian participation include:

* Establishment of the Microbiological Resource Centre (MIRCEN) at the University of Guelph, 1984 (supported by UNESCO and the United Nations Environment Programme). Professor D.G. Howell, leader of MIRCEN, is also Chairman of the International Cell Research Organization's Panel on Microbiology.

* The Universities of Guelph and Waterloo are developing a computer-based system to allow the 15 UNESCO Microbiological Resource Centres to exchange information. The project is partly funded by the International Development Research Centre.

* Training courses in veterinary diagnostic microbiology and biotechnology, by the Department of Veterinary Microbiology and Immunology, University of Guelph. Funded by UNESCO, the International Development Research Centre (IDRC), the Canadian International Development Agency (CIDA), and other agencies. The course was given in Malaysia in 1978, in Sri Lanka in 1980 and in Tanzania in 1982.

* IDRC/UNESCO cooperation is very close in the energy information area. UNESCO has been helping to link energy research and policy institutions together into regional energy information networks sharing information about new and renewable sources of energy. Funding is coordinated to respond to requests received from Southeast Asia and the Caribbean.

* Financial support through the UNESCO Participation Programme to assist the International Union of Pure and Applied Chemistry (IUPAC) in developing a scheme of affiliate membership for developing countries, 1985

* R.E. Alward, Masonville, Quebec: UNESCO contract for programme review of solar stills, solar dryers, solar coolers and integrated solar villages, Algiers, 1981

* A number of UNESCO fellowships and study grants are awarded to foreign students in science and engineering. The fees are paid directly to the Canadian universities or training institutions concerned. There are benefits to Canada also from the exchange of ideas and contacts with students of other cultures. Some recent grants include:

  Mr. Ndereyimana, Benin - Electrotechnique, École polytechnique, Montreal, 1983-84

  Mr. Charif, Comoro - Architecture, University of Montreal, 1981-83

  Mr. Igharo, Nigeria - Civil Engineering, various universities, 1983

  Mr. Wu, China - Image Optics, various institutions, 1983

  Mr. Liu, China - Organic Chemistry, Carleton University, 1982-83

* Canadian scientists are active in the administration, and the projects, of non-governmental organizations funded in part from the UNESCO subvention of $500,000 (U.S.) per year to the International Council of Scientific Unions. ICSU held its 20th General Assembly in Ottawa in September, 1984. Examples of organizations funded by ICSU are the International Union of Geodesy and Geophysics, which will meet in Vancouver in 1987; the International Geographical Union (the Secretary-Treasurer is L. Kosinski of the University of Alberta); and the International Union of Geological Sciences (the President is W.W. Hutchison of the Department of Energy, Mines and Resources, Ottawa).

* The Chemical Institute of Canada, the Canadian Association of Physicists, the Canadian Council of Professional Engineers and others have specific interests in the natural science programmes of UNESCO and assist the Canadian Commission for UNESCO in its evaluation of them.

B. THE SOCIAL SCIENCES AND THEIR APPLICATION TO DEVELOPMENT

UNESCO is the only organization in the United Nations system with an explicit responsibility to develop the social and human sciences. Its activities reflect the worldwide relevance of social sciences, as well as the importance of coordinated action between the social and the natural sciences. Thus, while the social sciences are central to the UNESCO programme on The Sciences and Their Application to Development, they are also significant elements of the Man and the Biosphere (MAB) Programme and other UNESCO programmes of development, population, the environment and human rights.

One element of the programme aims at strengthening research potential by building up training and research activities, particularly at the university and post-graduate level and in less developed countries. A second element is focussed on strengthening the role of research as an instrument of planning. Emphasis is put on disciplines such as management science, anthropology, linguistics, geography and history. The programme also supports research on socio-economic indicators of development, and on programme evaluation.

The annual UNESCO budget dedicated to social sciences is $4.7 million (U.S.).

Canadian Participation

Through participation in General Conferences, Canadians continue to help shape the UNESCO social sciences programme and introduce projects in areas of concern and priority to Canada. Canadians also participate in meetings of experts, publish in UNESCO journals, receive UNESCO contracts, grants and prizes, work on the UNESCO staff and assist in the training of students. Some examples of Canadian participation include the following:

1. World Competition for Young Architects

A World Competition for Young Architects was organized by UNESCO to mark the United Nations International Youth Year, 1985. A national competition was held in 1984, organized by the Canadian Commission for UNESCO, in collaboration with the Royal Architectural Institute of Canada. The Canadian winners were John Gustavson and Dale Staples, both students at the Technical University of Nova Scotia; and David Leung and Gianni Ria, students at the University of Toronto, who received a joint award. Cheques were presented jointly by the Central Mortgage and Housing Corporation and Public Works Canada. Bronze medallions were presented to each winner on behalf of UNESCO.

2. Meetings of Experts

* UNESCO Seminar on "The Unity of Man: Neurophysiology, the Behavioural Neurosciences and Cognitive Science", Paris, December, 1984. Attended by Dr. Roland Puccetti, Professor, Dalhousie University.

* International Symposium on Fundamental Problems of and Challenges for the Social Sciences in North America, Mont Ste-Marie, Quebec, May, 1983. Organized by the Canadian and the U.S. Commissions for UNESCO, under contract with UNESCO and in collaboration with the Social Science Federation of Canada, the Social Sciences and Humanities Research Council and the Canadian International Development Agency. One of five symposiums organized under UNESCO auspices in various regions of the world to discuss tasks and challenges for the social sciences.

* International Symposium on the Elaboration and Use of Social Indicators of Ethnic and Cultural Minorities, Ottawa, October 25-28, 1982. The Canadian Commission for UNESCO organized the symposium under contract with UNESCO, and with the financial and intellectual support of the Secretary of State, External Affairs and the Social Science Federation of Canada. Two Canadian experts presented the results of their work on Indians, Inuit and Mestizos, linguistic minorities and recent immigrants. In turn, Canada benefitted from the experience of other countries in elaborating indicators to analyse cultural identities of minorities and the framing of multi-cultural policies.

* Colloquium on the Family, organized by the German Commission for UNESCO, Munich, November, 1982. Attended by Dr. Robert Glossop, Co-ordinator of Programs, Vanier Institute of the Family, Ottawa.

* International Symposium on Studies on Development and on the Reduction of Inequalities in Different Socio-Cultural Contexts, especially with Regard to Children and Family Life-Styles", Doha, Qatar, May, 1981. Attended by Dr. J.P. Das, Director, Centre for the Study of Mental Retardation, University of Alberta.

* Sub-Regional Workshop to consider the Socio-Cultural Bases for Developing Innovative Policies and Programmes Relevant to Food Production and Marketing by Small Farmers in Latin America and the Caribbean, Barbados, August, 1981. Attended by Professor John Brierly, Department of Geography, University of Manitoba.

* UNESCO Meeting of Experts on the Elaboration and Use of Social Indicators of Disabled Persons, Brussels, Belgium, December, 1981. Canadian participants included André Leblanc, Director, Bureau on Rehabilitation, Health and Welfare Canada (conference rapporteur), Walter Davis, President, Canadian Advisory Committee for the International Year of Disabled Persons, and John McWhinnie, Department of Indian Affairs and Northern Development.

* International Symposium on Trends in Social Science Research on Children, Austin, Texas, September, 1979. Dr. Brian Little, Carleton University, and Professor J.P. Das, Director, Centre for the Study of Mental Retardation, University of Alberta, participated in this UNESCO symposium. It was the first stage of a programme initiated by UNESCO to establish a network in interdisciplinary and intercultural research on children, and it was followed by a Steering Committee meeting in Ottawa, in July, 1981, to establish an International Network of Child Development Research Centres and Researchers.

* North American Round Table on Cooperation in Social Sciences Information and Documentation, Minneapolis, Minnesota, October, 1979. Organized by the Canadian and U.S. Commissions for UNESCO, with financial support from UNESCO. Co-chaired by Dr. Jan Loubser (Canada) and Dr. Fred Riggs (U.S.A.).

3. UNESCO Contracts

* Robert Bosschart, Toronto: Project Aimed at Improving Scientific Training in Some Faculties at the University of Tirana, Albania, November, 1984

* Professor Anthony Richmond, Department of Sociology, York University, Toronto: Case Study on the Problems of Ethnic Nationalism and Adequacy of Current Social Science Paradigms, July, 1984

* Mr. Jean Dansereau, Executive Producer, French Production Office, National Film Board, Montreal: Preparation of a documentary film for television, for International Youth Year, May, 1984.

* Professor Daniel Holly, Université du Québec à Montréal: Study titled "L'UNESCO et le développement", 1983.

* Dr. William Shea, Professor, McGill University: Study titled "Scientific Revolution and Philosophical Change", 1983.

* Dr. Jan Loubser, consultant, Ottawa: Preparation of a report on the state of Canadian research on theoretical aspects of development oriented to people, November, 1979; organization of an Ad Hoc

Committee of Experts to advise UNESCO's Director-General on the restructuring of the UNESCO programme on Social Sciences, May, 1979; preparation of a report on how to restructure the UNESCO programme on social sciences, strengthen activities for the international development of social sciences, and set up major projects to accomplish this, May, 1979.

4. Publications

* Global Crises and the Social Sciences: North American Perspectives, proceedings of the International Symposium on Fundamental Problems of and Challenges for the Social Sciences in North America (Mont Ste-Marie, Quebec, 1983), published by the University of Ottawa Press, with UNESCO support, January, 1985.

* Professor Edward McWhinney, Simon Fraser University, is the author of a book titled "United Nations Law-Making - Cultural and Ideological Relativism and International Law-Making for an Era of Transition", in the series "New Challenges to International Law". Published by UNESCO, Paris, and Homes and Meier, New York, 1984.

* International Social Sciences Journal. During the period 1981-83, nine Canadians contributed articles to this UNESCO publication and two in 1984.

* Publication (with financial assistance from UNESCO) of the proceedings of a workshop on The Child in Society: Interactional Assessment of Human Development, organized by the Canadian Commission and held in New Richmond, Quebec, June-July, 1981.

* Model Elements for the Social Science Programme of UNESCO, Occasional Paper No. 28 published by the Canadian Commission for UNESCO, 1978.

5. UNESCO Fellowships

Between January 1983 and July 1984, UNESCO awarded twenty grants to students from Africa, Asia, Europe, the Arab States and Latin America to study in the field of social sciences in Canada.

6. UNESCO Participation Programme Grants

The following activities have received financial assistance under UNESCO's Participation Programme :

* 17th World Congress of Philosophy, sponsored by the International Federation of Philosophical Societies, Montreal, August, 1983.

* 11th International Congress of the International Union of Anthropological and Ethnological Sciences, Quebec and Vancouver, 1983.

* International Symposium on Fundamental Problems of and Challenges for the Social Sciences in North America, sponsored by the International Federation of Social Science Organizations (IFSSO) in cooperation with the Canadian and U.S. National Commissions for UNESCO, Mont Ste-Marie, Quebec, May, 1983.

* Conference on New Developments in the Analysis of Market Structures, sponsored by the Institute for Policy Analysis, University of Toronto, Ottawa, May, 1982.

* 10th World Congress of Sociology, sponsored by the International Sociological Association, Mexico, August, 1982.

7. Canadians on UNESCO Staff

Dr. T.H. Yoo, Programme Specialist, Division for Socio-Economic Analysis, Paris (P4 level).

C. SCIENCE, TECHNOLOGY AND SOCIETY

The progress of scientific knowledge and its abundant technological applications are constantly transforming human life. On the other hand, the applications of science have often given rise to new problems. This UNESCO programme is devoted to the question of the relationship between the advancement of science and technological progress, and the satisfaction of human needs and aspirations. It has two parts. One supports studies of the relationship between science, technology and society, and includes activities to popularize science, and publication of the journal - "Impact of Science on Society". The second assists regions and countries, especially developing countries, to develop science and technology policies.

Canada has given this programme a lower priority among the UNESCO science programmes. In particular, Canada has not been supportive of ministerial conferences on science policy and the Science Policy Information Exchange System (SPINES).

The annual budget for UNESCO's programme on Science, Technology and Society is approximately $3.8 million (U.S.).

Canadian Participation

The following are some examples of Canadian participation in this programme.

1. Intergovernmental Conferences

Canada has participated in ministerial conferences on science policy attended by science ministers from Europe and North America (MINESPOL). MINESPOL II took place in 1978 and was preceded by meetings of the Expert Advisory Panel in which Canada also participated.

2. Meetings of Experts

The following Canadians have taken part in UNESCO meetings of experts:

* Dr. D.J. MacLaren, Energy, Mines and Resources, Ottawa: member of the Advisory Panel on Science, Technology and Society, a committee set up by the Director-General of UNESCO.

* Dr. Kimon Valaskakis, President, Gamma Institute, Montreal: Symposium on Science and Technology as Factors of Change, UNESCO headquarters, Paris, December, 1984.

* Professor William Shea, McGill University: Meeting on "Comparative Philosophical Studies on Changes in Relations Between Science and Society", Kingston, Jamaica, June, 1983.

3. Publications

A Canadian, David Spurgeon, is Managing Editor of "Impact of Science on Society", a UNESCO publication. The following Canadians have contributed articles to recent issues of this publication:

* Jef-Louis Bonnardeaux, University of Montreal: The Effects of Psychotropic Drugs (No. 133, 1984).

* Parks and People Association, Inc., Charlottetown, P.E.I.: The Great Wind and Dune Story (No. 3/4, 1983).

* Elisabeth Mann Borgese, Dalhousie University, Halifax, N.S.: The Sea and the Dreams of Man (No. 3/4, 1983).

* Richard G.B. Brown, Canadian Wildlife Service, Dartmouth, N.S.: Birds and the Sea (No. 3/4, 1983).

* J.R. Boyce and A. Powell, University of Alberta: Individuality and Pluralistic Images of the Nature of Man (No. 2, 1983).

* Silvio Barabas, Canada Centre for Inland Waters, Burlington, Ontario: GEMS/Water -Global Water-Quality Monitoring (No. 1, 1983).

* E.M. Avedon, University of Waterloo: Games, Game-Playing and Technology (Vol. 32, No. 4, 1982).

4. Training

The Communications Division of IDRC (International Development Research Centre) has supported a number of seminars and conferences since the late 1970s, aimed at sensitizing the mass media in developing countries to the need for a wider dissemination of research results through various means of science popularization - in particular, those results which emanate from the developing countries' own national research institutions. These initiatives have been followed by training courses and workshops aimed at improving

the science-writing and science-broadcasting skills of the Third World media practitioners. Science-writing manuals and course curricula are being developed. A six-day workshop was held in Egypt in February, 1985. IDRC and UNESCO contributed to the cost and supplied resource persons for the workshop.

5. Contracts

Professor William Shea, McGill University: Study titled "Scientific Revolution and Philosophical Change", 1983.

6. Other Studies

Comparative Study of the SPINES and DEVSIS (Development Sciences Information System) systems undertaken by the International Development Research Centre and UNESCO.

7. Prizes

Professor Fernand Seguin, biochemist and science commentator, Montreal: 1977 Laureate of the UNESCO Kalinga Prize for the Popularization of Science.

8. Canadians on UNESCO Staff

* M. Chapdeleine, Programme Specialist, Division of Science and Technology Policies, Paris (P5 level).

* D. Spurgeon, Programme Specialist, Division of Scientific Research and Higher Education, Paris (P4 level).

D. EARTH, WATER AND MARINE RESOURCES PROGRAMMES

The growing consumption of raw materials from the earth's crust makes necessary greater exploration efforts. This requires more research in the earth sciences, to understand the process of formation of ore bodies and to guide prospecting.

Natural hazards of geophysical origin such as earthquakes, volcanic eruptions, tsunamis (tidal waves) and landslides take a heavy toll in human lives.

Some areas of the world are dangerously short of water. The problems are caused not so much by a shortage, as by an uneven distribution of water. The situation is aggravated by the poor quality of much of the water which is available.

The Law of the Sea Conference has given many developing countries rights over sea areas, although they lack the technical, financial, and manpower resources to exploit them.

These are but some of the issues that have led to the major international and intergovernmental programmes of UNESCO; programmes which permit research activities to be undertaken across international boundaries and make possible a scale of operation unobtainable by other means.

The activities of the International Geological Correlation Programme (IGCP), the International Hydrological Programme (IHP) and the Intergovernmental Oceanographic Commission (IOC) constitute major concerted efforts in UNESCO, each dealing with specific resource areas. The IGCP, for example, involves some 4,000 geologists in more than 110 countries. There are 150 Canadian geologists conducting research under this programme alone.

In earth sciences, UNESCO supports the work of the IGCP, in close collaboration with the International Union of Geological Sciences (IUGS). It supports the International Lithosphere Programme (ILP), with the International Council of Scientific Unions (ICSU), the International Union of Geological Sciences and the International Union of Geodesy and Geophysics. The ILP deals with the deeper properties of the earth, and is of major interest to Canadian earth scientists. UNESCO also supports studies of the geology and resources of Africa, land use planning, remote sensing, data processing (COGEODATA), the preparation of thematic maps, and research on the causes of geophysical disasters.

In water resources, UNESCO aims to improve scientific and technical knowledge, to train personnel, build up research and training institutions, and stimulate conservation. The programme is concerned with establishing the scientific basis for the rational management of water resources.

In marine sciences, the Intergovernmental Oceanographic Commission and the Marine Science Division of UNESCO promote scientific investigation of the ocean and its resources, the management of marine systems, the provision of oceanographic data, information, charts and warnings, and the development of research and training policies.

The annual budget of UNESCO for earth science studies is approximately $3 million (U.S.); for water resources, $2.7 million (U.S.); and for marine sciences, $4 million (U.S.).

Canadian Participation

Canadian scientists actively participate in the UNESCO programmes. Foreign experience and constant exchanges with scientists from other countries, through conferences, workshops, and field and research projects, have played an essential role in building and maintaining Canada's own scientific community.

UNESCO-sponsored programmes provide access to foreign lands and knowledge that is not readily available through other channels. There are few territorial limits to science.

1. Earth Sciences

The International Geological Correlation Programme (IGCP) and the International Lithosphere Programme (ILP) are two important earth science activities for Canadian scientists. Canadians and Canadian organizations involved in IGCP activities include:

* W.W. Hutchison, Assistant Deputy Minister (Earth Sciences) Energy, Mines and Resources, Ottawa: Member of the IGCP Board in his capacity as President of the International Union of Geological Sciences.

* Professor A.J. Naldrett, University of Toronto: Chairman of the Canadian National Committee for the IGCP, sponsored by Energy, Mines and Resources. Its members are appointed by the Canadian Geoscience Council. The Committee allocates research grants to Canadians, which are supplemented by UNESCO funds.

* 150 Canadian geoscientists conduct research projects, under the umbrella of the IGCP, which are largely funded by the Natural Sciences and Engineering Research Council and Canadian government agencies.

* Canadian organizations involved in the IGCP include The Geological Survey of Canada, Energy, Mines and Resources; Earth Physics Branch, Energy, Mines and Resources; The University of Saskatchewan; The University of Western Ontario; The University of Toronto; Dalhousie University; Carleton University; Laval University; British Columbia Ministry of Energy, Mines and Petroleum Resources; Newfoundland Department of Mines and Energy; and Inco Metals Ltd.

* The following Canadians worked on projects that received UNESCO/IGCP funding:

  P. Shenk, Dalhousie University: Field conferences in Nova Scotia and New Brunswick on the Caledonian Orogen (also supported by NATO).

  D. Sangster, Geological Survey of Canada: Field conference in Ottawa and travel to China, related to studies of mineral deposits.

  F. Agterberg, Geological Survey of Canada: Funding for courses in Ottawa, Calgary, India and Switzerland, including travel and publication of a textbook on quantitative stratigraphic correlation techniques.

  A. Naldrett, University of Toronto: Funding for courses on sulphide deposits in Zimbabwe (also supported by Inco Metals Ltd). Conference funds for meetings in Canada, Scandinavia, Australia and Moscow.

  G. Westermann, McMaster University: Funding for international meetings on Circum-Pacific Jurassic Sedimentary Rocks, held in Argentina, Japan, Mexico and Canada.

  G. Young, University of Western Ontario: Funding for international metings on Ancient Glacial Deposits, held in China and Canada.

  A. Goodwin, University of Toronto: Funding for studies in Precambrian Rocks in Northern Ontario (also supported by NASA).

H.C. Halls, Erindale College, Toronto: Funding for an international meeting and field workshop on dyke swarms.

The International Lithosphere Programme (ILP) is another major catalyst to international science. Canada presented a Resolution at the 1983 UNESCO General Conference, recommending increased funding for the ILP. It was passed in a modified form, and a small amount of additional funds became available. The ILP involves a large number of Canadian geologists and geophysicists. For example,

* R.A. Price, Director-General, Geological Survey of Canada, is President of the International Lithosphere Commission, which implements the ILP.

* M. Berry, Earth Physics Branch, Energy, Mines and Resources, chairs the Canadian National Committee for the ILP. Sponsored by Energy, Mines and Resources and the National Research Council of Canada, the Committee coordinates Canadian activities and links them to international activities. The ILP involves geologists, geophysicists, geochemists and geodesists from Canadian universities, provincial and federal government agencies, and the mineral and petroleum companies.

Canadian geologists from Carleton University are working on the IDRC-funded Gore-Gambella Geotraverse Project in Ethiopia. Initiated within the framework of UNESCO's Geology for Economic Development Programme, the project resulted from a joint UNESCO/IDRC meeting of the UNESCO Committee on Geology for Development in Africa. IDRC is also collaborating with UNESCO and the Ethiopian Government in planning a major field seminar on Precambrian Geology, to be held in Ethiopia in 1985.

Geologists from the Geological Survey of Canada are involved in mineral deposit modelling projects sponsored by UNESCO. These projects provide for the transfer of knowledge to Third World countries, and benefit Canada from the exchange of ideas with other advanced countries.

Canadians serve on the Committee on the Storage, Automatic Processing and Retrieval of Geological Data (COGEODATA) supported by UNESCO. R.G. Garrett of the Geological Survey of Canada is Secretary-Treasurer.

M. Novak, University of Western Ontario, was contracted by UNESCO to provide a postgraduate course on Dynamics of Foundations and Soil-Structure Interaction at the Institute of Earthquake Engineering and Engineering Seismology, Skopje, Yugoslavia.

2. Water Resources

Canadian scientists have played leading roles in the establishment and implementation of the International Hydrological Programme (IHP), in which nearly 130 countries participate. Canada is currently seeking election to the 30-member Intergovernmental Council for the IHP, which is charged with the establishment and evaluation of the programme, the

recommendation of scientific projects, and the coordination of cooperation among Member States.

Canada participates in IHP activities in the following ways:

* The Associate Committee on Hydrology of the National Research Council of Canada acts as the Canadian National Committee for the IHP. Twenty-five representatives of industry, governments and universities serve on the Committee, which is chaired by W.F.G. Cardy, Department of the Environment, New Brunswick.

* A Secretariat for the IHP has been established within the Inland Waters Directorate of Environment Canada.

* A number of Canadian scientists, in government and university laboratories, conduct studies under the umbrella of the IHP.

* Dr. J. Marsalek, National Water Research Institute, Burlington, Ontario, is a member of the UNESCO Working Group on Hydrological Processes in Urbanized Areas. Professor P. Wisner, Department of Civil Engineering, University of Ottawa, is an advisor.

* J.R. Card, Water Management Board, Ministry of the Environment, British Columbia, is Chairman of the UNESCO Working Group on Hydro-Ecological Indices for the Evaluation of Water Projects.

* R. Newbury, Environment Canada, is Chairman of the UNESCO Working Group on Integrated Aspects of Reservoir Management.

* The following are among the Canadians who have received contracts from UNESCO:

  Professor S. Solomon, University of Waterloo: Preparation of a report on Water Resource Information Systems, 1984.

  Professor R.N. Farvolden, University of Waterloo: Compilation of a report on curricula and syllabi for technician training courses in hydrology, 1982.

  E.A. McBean, University of Waterloo, and M.C. Quick, University of British Columbia: Post-Graduate Hydrological Education and Research, Roorkee, India.

The Canadian National Committee for the IHP has reviewed Canadian participation in the Third Phase of the IHP (1984-89). Canada continues to provide data for glaciers and selected river discharges for the determination of water balances. We will be involved in the interaction between climatic variability and change and hydrological processes. Canada is interested in IHP studies of methods for assessing the changes in the hydrological regime due to man's influence, especially as they relate to Northern Research Basins. Canadians will be involved in environmental impact studies of water projects. Urban hydrology and education and training will also receive support. Well over 100 Canadian hydrologists have indicated an interest in these projects. Seven Canadians have been named by UNESCO as rapporteurs or members of working groups for Phase III of the IHP.

3. Marine Sciences

Canadians play an active role in establishing ocean policies and ocean programmes. For example,

* Canada is a member of the Executive Board of the Intergovernmental Oceanographic Commission (IOC).

* Fisheries and Oceans Canada is the lead Canadian agency in marine sciences, and heads delegations to meetings of the International Executive Council of the IOC.

* Canada is well represented on UNESCO working committees related to marine sciences. G.L. Holland, Director of the Ocean Science Affairs Branch of Fisheries and Oceans, is Chairman of the UNESCO Integrated Global Ocean Services System (IGOSS); and R.W. Stewart, President of the Alberta Research Council, is Chairman of the IOC/SCOR Committee on Climate Changes and the Ocean (CCCO). Furthermore, a Canadian will be seconded by the Bedford Institute of Oceanography as Scientific Director of the World Ocean Circulation Experiment (WOCE).

* The Secretariat for the Scientific Committee on Oceanic Research (SCOR), which UNESCO supports, is located at Dalhousie University. The SCOR Secretary is the Director of the Bedford Institute of Oceanography. Dalhousie University provides the Executive Secretary. A number of Canadian scientists serve on SCOR working groups.

* The Atmospheric Environment Services of Environment Canada is involved in climate studies, and the Department of Energy, Mines and Resources in studies of non-living resources. Other research activities are conducted at Dalhousie University and at the University of British Columbia.

* IOC oceanographic data feeds into the oceanographic data centre for the North Atlantic and Pacific Oceans, maintained by Fisheries and Oceans Canada, where it provides much useful intelligence and information. The methodologies developed in the IOC are adapted to the monitoring of drifting icebergs. Fisheries and Oceans also maintains the World Data Centre for drifting buoys.

* Canadian scientists contribute to UNESCO publications on marine sciences. K. Mann and T. Platt of the Bedford Institute of Oceanography are editors of a UNESCO monograph on Oceanographic Methodology.

* Several Canadians have received UNESCO contracts to undertake work related to marine sciences:

  M.I. El-Sabh, Université du Québec à Rimouski, and T.S. Murthy, Fisheries and Oceans, Sydney, B.C.: Participants in the Workshop on Oceanographic Modelling, Saudi Arabia, and preparation of a report for publication.

C.S. Mason, Bedford Institute of Oceanography: consultant on Instrumentation Centre Expansion, Republic of Korea.

R. Gilbert, Bedford Institute of Oceanography: consultant on Management of Research Vessels, Paris.

E. Tidmarsh, Dalhousie University: support for Workshop on Ecological Theory in Relation to Biological Oceanography, Quebec City.

J.R. Wilson, Fisheries and Oceans Canada: preparation of a document titled "IGOSS Data Archiving and Exchange".

R. Pocklington, Bedford Institute of Oceanography: consultant to Madagascar on Marine Science Infrastructures.

G. Graham, Ottawa: "National Legislation and Regulations Relating to the Conduct of Marine Scientific Research by Non-Nationals in Maritime Zones Subject to National Jurisdiction", 1982; revised in 1984.

D. Bradford, Fisheries and Oceans Canada: Preparation of a document on: A Review of IOC Documentation Relevant to a Recommendation of Possible Adjustments to the Commission's Statutes to Reflect the New Needs of Member States and the Increasing Role of the Commission Under the New Ocean Regime, 1984.

D.H. Wallis, National Research Council of Canada: consultant in Sedimentation Modelling, Republic of Korea.

E. MAN AND THE BIOSPHERE (MAB) PROGRAMME

Man's activities are exerting profound effects on the environment. They have increased as human populations grow, urban areas expand, and industry and technology spread. As early as 1951, UNESCO set up an Advisory Committee on Arid Zone Research, which constituted the first international effort to restore fertility to the world's desert regions. These early efforts laid the foundation for the present Man and the Biosphere Programme, within which UNESCO's environmental and natural resource management concerns find expression.

The MAB Programme has five parts. One deals with coastal zones, a topic highlighted at the 1984 Annual Meeting of the Canadian Commission in St. John's, Newfoundland. Coastal zones are being exposed to the effects of modern development. UNESCO promotes integrated management concepts, research and the training of specialists. The natural and social sciences both play an important role.

Land use planning, directed at all the different ways in which land is used and occupied by man, is another important element. UNESCO's activities develop knowledge of the processes and conditions that need to be considered in land use planning. The training of personnel, improvement of research infrastructures, and information exchange are significant UNESCO activities in this area.

By the year 2,000, more than half the 6,000 million inhabitants of the earth will live in urban areas. The MAB Programme in urban areas takes the form of pilot projects on towns and cities and investigations of many factors in their environment. Training, planning, management and public awareness are parts of the programme.

The natural heritage programme promotes the preservation of notable landscapes and representative ecosystems, largely through a worldwide network of biosphere reserves. As of December, 1984, UNESCO had designated 243 biosphere reserves in 65 countries, including two in Canada.

Environmental education is the final component of the Man and the Biosphere Programme. In cooperation with the United Nations Environment Programme, it promotes awareness of environmental problems and their impacts. UNESCO disseminates written and audio-visual materials aimed at teachers, the general public and the media.

The annual UNESCO budget for the Man and the Biosphere Programme is approximately $5.1 million (U.S.).

Canadian Participation

Canada has participated in the UNESCO Man and the Biosphere Programme since its inception in 1971, and has been a member of the 30-nation International Co-ordinating Council for MAB since that year. In December 1984, Canada also became a member of the 6-nation MAB Bureau as representative of the western countries.

Initially, Canadian MAB activities were coordinated from the Science Secretariat in the Privy Council Office. In 1974, approval was given to a joint Environment Canada/Department of External Affairs submission to Cabinet which ensured that (1) Canada would continue to participate in MAB; (2) the National Research Council would fund the travelling costs of the Canada/MAB Committee; and (3) Environment Canada would provide the Secretariat.

A major Canadian programme was subsequently developed and many new projects implemented. Canadian scientists played an important role in shaping the development of the MAB Programme, both nationally and internationally, in such fields as perception of environmental quality, analysis of urban areas as ecological systems, reconciliation of land use conflicts in coastal areas, and the designation of biosphere reserves.

In 1979, Environment Canada reduced its support for Canada/MAB, and the Secretariat was relocated within the Canadian Commission for UNESCO. Over the next few years, supplementary funding for Canada/MAB activities was provided by the National Research Council of Canada, Indian and Northern Affairs Canada, Fisheries and Oceans Canada, and Environment Canada.

Today, the Canada/MAB Committee is chaired by Dr. Garnet T. Page of Calgary, and is composed of twelve members representing federal and provincial governments, universities and the private sector. Dr. Page is also one of the four Vice-Presidents of the International MAB Bureau.

The following are examples of Canada/MAB's current areas of concentration:

* The Canada/MAB Working Group on Biosphere Reserves, chaired by Dr. George Francis of the University of Waterloo, assists in the nomination of biosphere reserves in Canada. The two existing Canadian biosphere reserves are Mont-Saint-Hilaire, Quebec, and Waterton Lakes National Park, Alberta.

* The Canada/MAB Working Group on Environmental Information and Training, chaired by Charles Hopkins of the Toronto Board of Education, is establishing a national network to disseminate environmental information and assist curriculum development.

* The Canada/MAB Working Group on the Human Ecology of Coastal Areas, chaired by Dr. Arthur J. Hanson of Dalhousie University, is reviewing traditional and community-based coastal resource management practices in Canada.

* New initiatives are being considered to increase international cooperation and industrial participation in MAB activities.

* The establishment of a Working Group on Urban Ecosystems is being considered, in response to growing interest among Canadian scientists in this area.

* The Secretariat for the UNESCO/MAB Northern Science Network, in which eight arctic countries participate, is located at the University of Alberta. Dr. Milton Freeman is responsible for the Network, and Canada coordinates the Biosphere Reserves and Other Protected Areas Theme. The Network Secretariat issues newsletters to more than 20 countries interested in circumpolar studies.

* Canada/MAB was a contributor to the Task Force on Northern Conservation, established by Indian and Northern Affairs Canada in 1983.

Meetings

Canada/MAB has sponsored or jointly organized a number of important activities, with UNESCO funding, both on a national and international level, including:

* Fourth International Reindeer/Caribou Symposium, Whitehorse, Yukon Territory, August, 1985 (UNESCO provided a Participation Programme Grant for this meeting).

* International Symposium on Research and Monitoring in Circumpolar Biosphere Reserves, Waterton, Alberta, August, 1984.

* Meeting for Creation of an International Network for Cooperation in Northern Science (known as the UNESCO/MAB Northern Science Network), Edmonton, Alberta, October, 1982.

* International Workshop on Water Conservation Strategies, Quebec City, June, 1981.

* International Symposium on Renewable Resources and the Economy of the North, Banff, Alberta, May, 1981.

* International Symposium on Managing Urban Space in the Interest of Children, Toronto, Ontario, June, 1979.

* Biomass Strategy Consultation, Ottawa, Ontario, February, 1979 (organized by Canada/MAB in cooperation with the Science Council of Canada and with the financial assistance of Environment Canada).

* International Workshop on Methods and Interpretation of Environmental Perception Research, Victoria, B.C., May, 1976 (also supported by IDRC).

Canadians on UNESCO staff

Two Canadians are currently working in the Division of Ecological Sciences of the UNESCO/MAB Secretariat in Paris: Dr. Anne Whyte of the University of Toronto, as Programme Specialist (P5 level) and Mr. Richard Bill of Parks Canada, as Consultant (P4 level).

Specific Examples of Canadian Initiatives

Canada was the first country to draw up guidelines and criteria for biosphere reserves which, subsequently, were adapted and followed by other MAB national committees. In 1982, a brochure on Biosphere Reserves (published in Inuktitut, in addition to English and French) and a report on the Nomination of Canadian Biosphere Reserves were published by Canada/MAB.

Perceptions of environmental problems, one of the 14 major themes of the MAB Programme, were first developed in Canada by Dr. Ian Burton and Dr. Anne Whyte of the University of Toronto. They have assisted other countries, notably developing countries, in the implementation of MAB-related activities. The "Perception of Environment" newsletter, whose first issue appeared in the spring of 1982, is sponsored by the MAB national committees of Canada, Mexico and the United States. It is primarily intended to provide a means of communication within the international community of researchers in environmental perception.

CANADIAN BENEFITS FROM THE UNESCO SCIENCE PROGRAMMES

Canadian scientists are active participants in UNESCO science programmes. They contribute knowledge, experience and services. They also reap many benefits.

The achievements of UNESCO in intergovernmental science activities have won high praise from its Member States. Through its organization, coordination and funding of major international science programmes, UNESCO has served as a tremendous catalyst. It has sparked a great deal of additional science activity, funded largely by the participating countries and scientists themselves. This has happened in Canada too, particularly in the earth and water sciences.

Foreign experience and constant exchanges with scientists from other countries, through conferences, workshops, and field and research projects, have played an essential role in building and maintaining Canada's own scientific community. The UNESCO-sponsored programmes provide access to foreign lands and knowledge that is not readily available through other channels. UNESCO thus provides an ongoing framework for projecting Canada's scientific image abroad, for facilitating Canadian contributions to international development, and for bringing to Canada and its scientists the new ideas, concepts and techniques required to develop our own resource base.

Global cooperative research programmes on the oceans have been mobilized by the Intergovernmental Oceanographic Commission of UNESCO, which represents the only intergovernmental ocean organization in the world and which liaises closely with the World Meteorological Organization and the International Council of Scientific Unions. The global collection, analysis and research on climate and oceanographic conditions are essential to the work of Canadian agencies and certain university groups. If these systems were threatened or destroyed by the collapse of UNESCO, they would have to be recreated elsewhere in the U.N. system. They are critical to programmes of global climate and ocean studies and to day-to-day activities in the Department of Fisheries and Oceans, for example.

In the social sciences, Canadians participate in international meetings organized under UNESCO auspices, thus sharing expertise with foreign colleagues and benefitting from an exchange of experience with them. Such meetings provide access to information that might otherwise be unavailable. UNESCO publications furnish Canadians with statistical and other data from other countries, thus permitting comparative analyses and contacts with other agencies. UNESCO scholarly publications, which include the World Directory of Social Science Institutions and Reports and Papers in the Social Sciences, are disseminated worldwide, and provide a voice for Canadian experience in the social sciences.

Canadians participate in international cooperative projects in the social sciences, receive UNESCO contracts, receive financial support under the Participation Programme for projects, seminars and reports effected in Canada, and have received international recognition through prestigious international UNESCO prizes.

Canadian researchers have been actively engaged in UNESCO/MAB activities, and this has both scientific and business benefits. The immediate benefits result from the international sharing of research, information and experience related to

biological processes, land use and living resources. A concrete example is the Northern Science Network initiated by Canada, and in which eight arctic countries participate. Through exchanges on northern projects, Canadians receive strategic information of benefit to Canada.

UNESCO/MAB programmes provide a framework and stimulus to Canadians to do things to help themselves. The MAB programme has been of benefit in developing a network of representative ecosystems, and encouraging the related objectives of research, education, training and local involvement across Canada and with our neighbours.

The UNESCO/MAB programmes provide a means for individual Canadians to work in Third World countries. UNESCO provides an opportunity to identify scientific research needs in environments not found in Canada. Canadian researchers in foreign lands, and international exchanges, pave the way for better mutual understanding, and for trade and related commercial activities.

Chapter 9

CULTURE

Major Programme XI
Culture and the Future

Culture, which is a synthesis of all the creative activities of a people, should be the ultimate measure of development. Technology development which scorns the cultural identity of peoples is bound to end in failure. The affirmation of culture is now seen as a duty in the international community.

UNESCO's heritage activities are aimed at halting the process of deterioration and destruction of the cultural heritage of mankind. International campaigns are launched to protect and preserve such areas as Abu Simbel, Venice, Carthage, the Kathmandu Valley, the Acropolis, Jerusalem and countless other historic sites and monuments. The programme deals with inventories, standard-setting, the planning of safeguarding policies, and the training of personnel.

Another UNESCO activity promotes cultural identities. It encourages the use of national and regional languages in instruction and communication and it assists the circulation of works representative of regional and local cultures. The preparation of histories of different cultures, studies of minority languages and the translation of literary works are important parts of this activity. UNESCO is producing a new edition of the History of the Scientific and Cultural Development of Mankind, and regional histories of Africa, Latin America, the Caribbean and Central Asia; dictionaries and teaching materials for a number of languages including Arctic languages; and a number of films and publications to contribute to the mutual appreciation of cultures.

The ultimate purpose of all cultural life is the exercise of creativity and creation. UNESCO assists Member States to establish conditions that will facilitate free creative expression. Pursuant to its Recommendation Concerning the Status of the Artist (Belgrade, 1980), UNESCO is supporting research on the state of art in different countries and the means of recognizing talent. It encourages education, public awareness, the exchange of artists and major festivals and international cultural events. UNESCO also supports a number of non-governmental organizations in the area of artistic creation, including the International Theatre Institute and the International Music Council.

UNESCO assists Member States in developing and promoting cultural development and cultural policies. This programme is guided by the Mexico City Declaration on Cultural Policies (Mexico, 1982). It deals with the interaction between culture and society, science and technology, and communication; cultural rights; the formulation of cultural policy; training; and international cultural cooperation and exchanges. National Commissions are encouraged by UNESCO to participate in these activities.

The annual budget for the programme on Culture and the Future is $12.7 million (U.S.), or 6.4% of UNESCO's total regular programme.

Canadian Participation

Canada has taken an active interest in the cultural programmes of UNESCO since its formation. One recent example was the display of Inuit artifacts during the 1983 General Conference in Paris. One can single out the major role played by Parks Canada in the drafting and implementation of the World Heritage Convention and the identification of Canadian sites. In Canada, the National Museums of Canada and the Department of Communication are directly involved in matters related to the import, export and transfer of cultural property. (In recent years, actions have been taken involving materials from Nigeria, Peru and Greece.)

Canadians participate in UNESCO meetings and projects, as consultants or employees, and as holders of UNESCO fellowships. Some examples are given below.

1. Heritage Sites

In 1972, UNESCO adopted a Convention Concerning the Protection of the World Cultural and Natural Heritage, known as the World Heritage Convention. Canada adhered in 1976, and 83 States have ratified or approved the Convention. Under the Convention, cultural and natural sites of unique and irreplaceable character, many of which are in danger of deterioration or destruction, are identified and publicized, and governments undertake to preserve them. Assistance is provided for their protection, when warranted.

Parks Canada is the lead federal agency in Canada's response to the World Heritage Convention. The World Heritage List includes eight Canadian sites. The list totals about 187 sites judged of world significance such as the Palais de Versailles in France, the historic centre of Florence in Italy and Yellowstone National Park in the United States. The Canadian sites are:

* Nahanni National Park Reserve (Northwest Territories), 1978
* L'Anse aux Meadows National Historic Park (Newfoundland), 1978
* Dinosaur Provincial Park (Alberta), 1979
* Kluane National Park Reserve (Yukon), 1979
* Anthony Island Provincial Park (British Columbia), 1981
* Head-Smashed-In Buffalo Jump (Alberta), 1981
* Wood Buffalo National Park (Alberta and Northwest Territories), 1983
* The Canadian Rocky Mountain Parks (Alberta and British Columbia), 1984. This site encompasses the following four mountain national parks: Banff, Jasper, Kootenay and Yoho. The latter includes the Burgess Shale fossil locality which was listed separately in 1980, but has now been included within the larger Rocky Mountain Parks site.

2. Other Standard-Setting Instruments

In addition to the World Heritage Convention, UNESCO has prepared and approved other conventions and recommendations related to cultural activities. Canada has been actively involved in their drafting and meetings leading to their approval. They are:

* Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property, 1970 (Canada is a signatory)

* Recommendation on Participation by the People at Large in Cultural Life and Their Contribution to it, 1976

* Recommendation Concerning the International Exchange of Cultural Property, 1976

* Recommendation Concerning the Safeguarding and Contemporary Role of Historic Areas, 1976

* Recommendation for the Protection of Movable Cultural Property, 1978

* Recommendation Concerning the Status of the Artist, 1980

* Recommendation for the Safeguarding and Preservation of Moving Images, 1980

* Recommendation Concerning the International Standardization of Statistics on the Public Financing of Cultural Activities, 1980

3. Membership on UNESCO-Related Bodies

Canadians have made significant contributions to UNESCO-sponsored cultural, administrative bodies. Some examples include:

* International Music Council: President, 1968-77, John P.L. Roberts, then Head of Radio Music and Variety, CBC

* World Heritage Committee: Member, 1976-77, Peter H. Bennett, then Director of the National Historic Parks and Sites Branch, Parks Canada

* International Fund for the Promotion of Culture: Member of the Board, 1976-78, Bernard Ostry, then Secretary-General, National Museums of Canada

* International Council on Monuments and Sites (ICOMOS): Director, 1979-83, François Leblanc, then Restoration Architect, Parks Canada

* International Commission for the History of the Scientific and Cultural Development of Mankind: Member, 1979 to the present, Brigitte Schroeder-Gudehus, professor, Faculty of Arts and Sciences, University of Montreal

* Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in Case of Illicit Appropriation: Member, 1983 to the present, Ian C. Clark, Ambassador and Permanent Delegate of Canada to UNESCO

4. Meetings

The number of Canadians who have been involved with UNESCO as experts in meetings, symposiums or in the preparation of papers is quite extensive. They include:

* Paul Siren, Secretary-General, Association of Canadian Television and Radio Artists (ACTRA): The Elaboration of the Recommendation Concerning the Status of the Artist, 1980

* Lewis E. Levy, Department of Justice: Implementation of the Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property, 1982

* Joy Cohnstaedt, Deputy Minister of Cultural Affairs and Historical Resources, Manitoba: paper on "Technological Change and Cultural Policy: An Overview of a Decade of Canadian Experience", for Mondiacult, 1982

* Jean-Paul Audet, Professor of Philosophy, University of Montreal: contract for a paper entitled "Valeurs éthiques et droits de l'homme" for the International Symposium on Transcultural Universals, 1983

* Georges Singer, professor, Graphic Design, Université du Québec à Montréal: International Meeting of Experts on "Art and New Media", Ottawa, 1984. The meeting was made possible by a UNESCO Participation Programme grant.

* Asen Balikci, anthropologist, University of Montreal: article on "Inventories, Collections and Studies of the Non-Physical Heritage" for the UNESCO publication "Museum", to be published in 1985.

* International Colloquium on Time-Use and Cultural Activities, organized by Statistics Canada (Gail Graser, Assistant Director, Culture), under the auspices of the Canadian Commission for UNESCO, Ottawa, 1983

5. Contracts

Canadians who have been involved in UNESCO contracts include, among others:

* Jacques Dalibard, Heritage Canada: archeological mission to Cyprus, 1974

* Gilles Tassé, Université du Québec à Montréal: archeological mission to Salto Grande, Uruguay, 1978

* René Rivard, expert on museum planning and interpretation: museum development, Niger, 1983

* John S. Whiting, National Museums of Canada: museum development, Caribbean, 1983

* Jane Knight, Canadian Council on Children and Youth: mission on children's play spaces and equipment, Trinidad and Tobago, 1981 and 1984

6. UNESCO Fellowships

UNESCO fellowships were awarded to Canadians mainly in the field of preservation of historic towns and the conservation of materials such as stone. Among Canadians who have benefitted from such fellowships are:

* John Stewart, Conservation Scientist, Parks Canada, 1978

* François Leblanc, Regional Architect, Heritage Canada, 1979

* Gouhar Shemdin, Restoration Architect, Parks Canada, 1980

* David Korn, Chief Engineer, Halifax Defence Complex, 1981

7. UNESCO-Related Activities

Many Canadians take part in UNESCO-related activities, such as:

* The forthcoming World Congress of the International Theatre Institute (ITI), 1985, for which several Canadian theatre companies are preparing productions and which is coordinated in Canada for the ITI by the Professional Association of Canadian Theatres (Curtis Barlow, Executive Director) and Le Centre d'essai des auteurs dramatiques (Hélène Dumas, coordinator)

* The European Joint Study on the Role of Communication in the Cultural Development of Rural Areas - in progress. The Canadian contribution to the study will be provided by the Native Broadcasting Societies in the North.

* Lecture series on World Heritage Sites, organized by ICOMOS-Canada for the International Council of Monuments and Sites, Ottawa, 1983

* Archeological excavations at Carthage: Pierre Senay, archeologist, Université du Québec à Trois-Rivières

* In 1979, the record "Inuit Games and Songs" of the UNESCO collection "Musical Sources", published by the International Music Council, received the International Grand Prize for Records. The record is devoted to various types of vocal games and songs of the Inuit of North-East Canada and is the result of the work done by the Research Group in Musical Semiotics, Faculty of Music, University of Montreal, under the direction of Jean-Jacques Nattiez.

* The European Joint Study on Cultural Development in Countries Containing Different National and/or Ethnic Groups, in which the Multiculturalism Directorate of the Department of the Secretary of State and Professor Jean Burnet of Glendon College of Toronto were active participants, 1976-84

* The European Joint Study on Computer Composition which was chaired by Barry Truax, composer, Simon Fraser University, and in which William Buxton, composer, University of Toronto, Peter Clements, professor and composer, Queen's University, and over twenty other composers participated, 1975-78

8. Canadians on UNESCO Staff

Canadians currently employed at UNESCO headquarters in the Cultural Sector are Madeleine Gobeil, Chief of Section, Artistic Creation (P5 level), and P. Johnston, Secretary, Training and Operations (GS3 level).

Canadian Benefits

Canadians gain immeasurably from exchanges of information, personnel, experiences and exhibitions with many countries and regions of the world, through the networks established by UNESCO . Many of these exchanges are impossible to achieve on a bilateral basis as they need an international multilateral framework. UNESCO makes this possible.

Canada supplies experts to the international community and, in turn, benefits from international expertise under programmes related to UNESCO in areas where the expertise is not available in Canada, such as the conservation of stone, for example.

UNESCO has been concerned for a number of years with the development of a methodology for the collection of data related to the provision of cultural services and to the participation of people in cultural activities. UNESCO's work in cultural statistics is being used by the Canada Council to assist the artistic community in evaluating the economic impact of the arts industry.

The "UNESCO Collection of Representative Works" is the product of the UNESCO Programme for the Translation of Literary Works. It makes available to Canadians (as to other nations) literary works of other cultures that would otherwise be inaccessible. For example, "The Collected Works of Chinul", translated into English, compiles the writings of the founder of the native Korean Zen Tradition (1152-1210). The possibility of making some Canadian literature available in other languages is being explored.

Canadians' own sensitivity to the richness and diversity of their cultural and natural heritage has been honed through decades of interchange with the peoples of other nations. To maintain and develop our own cultural heritage, we must preserve the integrity of the creative intellectual exchange network which UNESCO provides.

Chapter 10

COMMUNICATION AND INFORMATION SYSTEMS

Major Programme III
Communication in the Service of Man

Major Programme VII
Information Systems and Access to Knowledge

Information has become a key resource. Information and effective communications services are vital to the economic and social activities of today's complex world.

UNESCO's General Information Programme (PGI) seeks to facilitate general access to information; to promote the free flow of information; and to aid Member States in the exchange, storage and use of information needed for their development.

In communications, UNESCO attempts to further knowledge of the communication process. Its programme takes into account the current problems in communications, such as those arising from the rapid development of new technologies, including computers and satellites, and their social impact. This requires strengthening communications infrastructures at local, national, regional and global levels.

UNESCO pursues its communication and information activities through a variety of mechanisms - fellowships, research grants, study missions, seminars and workshops, surveys, and special studies. It supports information and documentation systems and services, as well as activities in the fields of specialized information, libraries and archives.

The debate on a New World Information and Communication Order (NWICO) has taken place within UNESCO's Communication Programme. This discussion has led to a harsh ideological confrontation amongst the West, the East and the developing countries. A result of the debate has been the International Programme for the Development of Communication (IPDC), which assists developing countries to build communication infrastructures - a pragmatic response by the industrialized countries to the needs of developing countries.

The Information Systems and Access to Knowledge Programme receives unanimous support from Member States, who regard it as being well-structured and effective. It responds to the needs of developing and developed countries. It is well-balanced between conventional and technologically advanced information systems.

The annual budget of the UNESCO Major Programme on Communication in the Service of Man is $8 million (U.S.), or 4% of the UNESCO budget.

The annual budget of the Major Programme on Information Systems and Access to Knowledge is $6 million (U.S.), or 3% of the budget.

Canadian Participation

We live in the age of communications, a phenomenon which affects all the nations of the world, both industrialized and developing.

Canada, with its vast size and cultural diversity, was quick to recognize this new reality. And among the first individuals to study the growing influence of new technologies and means of communication on our society, a Canadian, Marshall McLuhan, stands out as a prophet. For several years, UNESCO has focussed its attention on the international aspects of this communications revolution, calling on many Canadians for their collaboration.

1. The McLuhan Teleglobe Canada Award

The McLuhan Teleglobe Canada Award, an international communications prize created in 1983, World Communications Year, was established as a tribute to the memory of Marshall McLuhan and to his work on the philosophy of communications. Placed under the permanent patronage of UNESCO, the Award was established by the Canadian Commission for UNESCO in association with Teleglobe Canada. Funded by Teleglobe Canada, it is administered by the Canadian Commission with the assistance of other UNESCO National Commissions and in close collaboration with UNESCO itself. The Award, which consists of an amount of $50,000 and a commemorative medal, is offered every two years.

In 1983, 28 National Commissions nominated 37 candidates; the first Award was presented to a Bolivian journalist, Luis Ramiro Beltran. Dr. Beltran is well known as an innovative communicator who applied the modern techniques of communication to rural development in Latin America. The second award will be presented in December, 1985.

2. Standard-Setting Instruments

Canada has participated in the development of several UNESCO agreements and declarations in the field of communication, including:

* The Agreement for Facilitating the International Circulation of Visual and Auditory Materials of an Educational, Scientific and Cultural Character (known as the Beirut Agreement), 1948.

* The Declaration on Guiding Principles on the Use of Satellite Broadcasting for the Free Flow of Information, the Spread of Education and Greater Cultural Exchange, 1972.

* The Declaration on Fundamental Principles Concerning the Contribution of the Mass Media to Strengthening Peace and International Understanding, to the Promotion of Human Rights and to Countering Racialism, Apartheid and Incitement to War, 1978.

In reporting national library statistics, Canada applies the definitions and classifications found in the Recommendation Concerning the International Standardization of Library Statistics, adopted by UNESCO in 1970.

3. Participation in UNESCO Meetings

a) Intergovernmental Conferences

Canada is a member of the Intergovernmental Council for the International Programme for the Development of Communication (IPDC). The Council meets annually to review projects and allocate funds. Canada has contributed $250,000 to the Special Account of the IPDC.

In 1982, Canada participated in the International Congress on the Universal Availability of Publications (UAP) in Paris. The aim of the Congress was to identify constraints to access to publications. Five Canadian participated:

* Margaret Anderson, Associate Professor, Faculty of Library Science, University of Toronto

* Réal Bosa, Coordinator of Public Services, Bibliothèque nationale du Québec

* Reginald MacIntyre, Director, Communications Division, International Development Research Centre (IDRC)

* Basil Stuart-Stubbs, Director, School of Librarianship, University of British Columbia

* Guy Sylvestre, National Librarian, National Library of Canada

In 1979, Canada participated in the Intergovernmental Conference on Scientific and Technological Information for Development, UNISIST II. The objectives of the Conference were to review the achievements since the UNISIST Intergovernmental Conference of 1971; examine the role of information in development, in particular the problems related to the flow and use of scientific and technological information; and formulate recommendations regarding strategies for future action at the national, regional and international levels. It thus contributed to the United Nations Conference on Science and Technology for Development (UNCSTD) organized by the United Nations in Vienna, August 20-31, 1979.

The members of the Canadian delegation for UNISIST II were Pierre Trottier, Ambassador and Permanent Delegate of Canada to UNESCO; Guy Sylvestre, National Library of Canada; Jack Brown, McGill University; Elmer Smith, Canada Institute for Scientific and Technical Information; and Michael Brandreth, International Development Research Centre.

UNISIST is an intergovernmental programme established within the framework of the General Information Programme (PGI) of UNESCO. From 1978 to 1983, Canada was represented on the Intergovernmental Council for the PGI by Dr. Guy Sylvestre, National Librarian, and Dr. Elmer Smith, Director of the Canada Institute for Scientific and Technical Information (CISTI), who served as advisor.

The extent of Canadian interest in the General Information Programme is shown by the active participation of the National Library of Canada; Canada Institute for Scientific and Technical Information (CISTI); Public Archives of Canada; International Development Research Centre (IDRC); Canadian Library Association (CLA); Association pour l'avancement des sciences et techniques de la documentation (ASTED); and several universities

Canada makes available software packages to developing countries through the UNESCO Secretariat without charge, such as the Canadian Service for the Selective Dissemination of Information (CAN/SDI), Canadian On-Line Enquiry (CAN/OLE) and MINISIS, an aid to information retrieval. CAN/SDI has been applied in eight countries.

On-site training for personnel of developing countries is provided by the Canada Institute for Scientific and Technical Information (CISTI) and the International Development Research Centre (IDRC). In 1978, CISTI organized an international seminar on SDI (Selective Dissemination of Information) in Ottawa. IDRC participates in various other related UNESCO-PGI activities aimed at achieving a regional information exchange network in Latin America and the Caribbean, and in the development of a Southern African Documentation and Information System (SADIS). It also provides assistance for the development of programmes in information science in Ibadan, Nigeria and Addis-Ababa, Ethiopia.

b) Meetings of Experts

Outstanding Canadians have contributed their personal expertise to UNESCO meetings. For example,

* Betty Zimmerman, Director of Radio-Canada International: member of the UNESCO International Commission for the Study of Communication Problems (MacBride Commission, 1976-80). Members of the Commission were selected by the Director-General of UNESCO and served in a personal capacity. Ms. Zimmerman was also a member of the jury for the 1983 McLuhan Teleglobe Canada Award.

* John Meisel, Queen's University: Round Table on the New World Information and Communication Order, Igls, Austria, September, 1983. This meeting was key to the evolution of the ideological debate on the New World Information and Communication Order (NWICO) since it led to the adoption by the General Conference of a resolution where the NWICO is described as "an evolving and continuous process", in accordance with the western position, as opposed to a set of regulations.

* John Meisel, Queen's University, and William Melody, Simon Fraser University: Symposium on the Cultural, Social and Economical Impacts of New Communication Technologies, Rome, Italy, December, 1983.

* Annie Méar, University of Montreal, and Thomas McPhail, University of Calgary: Small States in the Cross-Currents of International Information and Communication Flows, Wintherthur, Switzerland, December, 1984.

* From 1978 to 1983, the following Canadians attended the meetings of the UNISIST Ad Hoc Group on the Establishment of a Common Communication Format (CCF: an international format for the exchange of machine-readable bibliographic records): Hope Clement, Associate National Librarian, National Library of Canada, attended four meetings from 1979 to 1982; Edwin Buchinski, Cataloguing Branch, National Library of Canada, attended five meetings from 1978 to 1982; Peter Simmons, School of Librarianship, University of British Columbia, attended five meetings from 1979 to 1983; and Kate Wild, International Development Research Centre, attended one meeting in 1978. The National Library of Canada hosted one meeting of the UNISIST Ad Hoc Group in 1980.

* Cynthia Durance and Isobel Bradley, respectively Director, Office for Network Development, and Head, International Serials Data System (ISDS) Canada at the National Library of Canada, have been representing the Library at meetings of the ISDS since 1974. The ISDS was established within the framework of the World Science Information Programme (UNISIST), and is regarded as a fundamental step in the international transfer of information. The 4th meeting of the Directors of ISDS took place at the National Library of Canada in Ottawa, May, 1978.

* Sam Kula, Director, National Film, Television and Sound Archives, Public Archives of Canada: Consultation of Experts on the Development of Audio-Visual Archives, Vienna, April, 1984.

* Peter Simmons, School of Librarianship, University of British Columbia: Consultation Meeting on the Development of Teaching Materials on the Use of Information-Handling Standards, UNESCO, Paris, March, 1984; Third Meeting of the UNISIST Working Group on the Technology of Systems Interconnection, Quezon City, Philippines, October, 1983; Consultation Meeting on the Development and Use of Portable Software Packages Implementing Accepted Bibliographic Rules, Graz, Austria, June, 1983; and several meetings of the UNESCO Ad Hoc Group on Methods, Norms and Standards in Information, from 1982 onwards.

* John B. Black, Associate Librarian, University of Guelph: Consultative Meeting on the Development and Use of Portable Software Packages Implementing Accepted Bibliographic Rules, Graz, Austria, June, 1983.

* Wilfred Smith, Dominion Archivist, Public Archives of Canada: Second Expert Consultation on RAMP II (Records and Archives Management Programme), Berlin, Germany, June, 1982.

* G. Garland, Geophysics Laboratory, University of Toronto: Meeting to Study Problems Relating to the Provision of Data for Development, and Scientific and Technological Numerical Data for Scientists and Research Workers, Paris, France, 1981.

* Michael Brandreth, International Development Research Centre: Symposium on Information Analysis and Consolidation, September, 1978.

* Edwin Buchinski, National Library of Canada; E. Clyde, National Research Council of Canada; and A. Edwards, International Development Research Centre: Towards a Common Bibliographic Exchange Format? - International Symposium on Bibliographic Exchange Formats, Taormina, Sicily, Italy, April, 1978. This symposium, sponsored by UNESCO, was organized by the International Centre for Bibliographic Descriptions (UNIBID), with the cooperation of the International Council of Scientific Unions, Abstracting Board (ICSU-AB), the International Federation of Library Associations (IFLA) and the International Organization for Standardization (IOS).

* Jean-Rémi Brault, Pierre Deslauriers, Pierre Mailloux, Manon Ouimet and Hubert Perron of the Bibliothèque nationale du Québec; Edwin Buchinski and Cynthia Durance of the National Library of Canada; and Jean de Chantal, International Development Research Centre: International Congress on National Bibliographies, Paris, France, September, 1977.

4. Contracts

Examples of UNESCO contracts with Canadians in the sector of communication and information include the following:

* Peter Simmons, School of Librarianship, University of British Columbia:

  1985 Mission to Lome, Togo, to lecture at the Fifth Seminar on the African Standing Conference on Bibliographic Control (ASCOBIC), January 14-18.

  1984 Contract related to the first testing of the Common Communication Format (CCF) in an operational environment, and lecturer at the Unesco Workshop on Information Processing Tools and the Use of the IV + V System Software Package, Graz, Austria.

1983 Lecturer at the Fourth ASCOBIC Seminar and lecturer at the National Seminar on the Computerization of Library Operations, Arusha, Tanzania, August.

Lecturer on the computerization of information activities at the U.N. Inter-Agency Panels on a Common Indexing Vocabulary and Standards, UNESCO, Paris, September 21-22.

Lecturer at the National Seminar on Standards in the Field of Information, Lisbon, Portugal, October 3-7.

Resource Person, UNESCO-UPILS Asian Regional Seminar on the Design and Development of Local Data Bases for Information Storage Retrieval, Quezon City, Philippines, October 10-14.

Preparation of the final version of the Common Communication Format.

1981 Lecturer at the Regional Seminar on the Application of Standards in Information, Manila, Philippines, February 9-13.

1979 Preparation of a directory of data elements used in selected international bibliographic formats (preparatory work for the CCF).

* William Melody, Simon Fraser University: Study on "Relation Between Economical Conditions and the Access to Communication", 1984.

* John B. Black, Associate Librarian, University of Guelph: Consultant for a feasibility study on computerization of inputs to the International Bibliography of Social Sciences (pilot projects: United Nations Economic Commission for Latin America (ECLA), Port-of-Spain; Institute of Social and Economic Research (ISER), and University of the West Indies (UWI), Jamaica. A project of the International Committee for Social Sciences Information and Documentation, funded by PGI, December 1984; Consultant to conduct a training workshop on Network Development in the Caribbean, December, 1984.

* Jean de Chantal, consultant, Ottawa: UNESCO expert in Kigali, Rwanda, since October 1983. (Information services in the Kigali River Basin).

* George Ember, consultant, Ottawa: Two consultant missions in the Caribbean for the establishment of referral services, May, 1982 and October, 1983.

* Bernard Weilbrenner, Public Archives of Canada: Mission to the Burma National Archives, February, 1983.

* Jean de Bonville, Laval University: Consultant on a UNESCO/Foundation for International Training (Canada) project.

* T.A.G. Gavin, International Development Research Centre: Consultant to India (Water Power Information).

* Annie Méar, University of Montreal: Study on "The International Flow of Television Programmes and News", December, 1982.

* G. Bernier, Bibliothèque du Parlement, Quebec: Consultant to the Institut africain de développement économique et de planification, Senegal, Africa, May, 1982.

* D. Reicher, University of Montreal: Consultant to the Library School in Senegal (EBAD), February, 1981; Provision of a Regional Course in Library Administration, in Senegal, December, 1981; Mission for University Libraries, in Algeria, January-February, 1980.

5. Publications and Studies of the General Information Programme (PGI)

Examples of Canadian specialists who have contributed to UNESCO-PGI publications include:

* K.B. Hendricks, Public Archives of Canada. RAMP (Records and Archives Management Programme) Study and Guidelines: "Preservation and Restoration of Photographic Materials in Archives and Libraries", 1984.

* Sam Kula, Public Archives of Canada. RAMP Study and Guidelines: "The Archival Appraisal of Moving Images", 1983.

* Jane Whiffin, University of Victoria. Guidelines for the Compilation of Union Lists of Serials, 1983.

* Patrick Healey and W.L. Gardiner, Institut GAMMA, Montreal. Participated in the United Nations University/UNESCO/PGI Studies on Information Overload and Information Underuse, 1983.

* H.C. Campbell, Toronto Public Library. Manual on Developing Public Library Systems and Services, 1983; revised Public Library Legislation, 1978.

6. UNESCO Fellowships and Grants

Fellowships and study grants are an important element of UNESCO's communication and information programmes. Canada's open-door policy toward the training of fellows has been much appreciated.

The National Film, Television and Sound Archives, Public Archives of Canada, sponsored a fellow from Sri Lanka in 1984 as part of a series of study tours intended for developing countries and organized by UNESCO to establish film archives around the world. The study tour was to assist Sri Lanka in developing its own audio-visual archives.

Recent fellowships include those awarded to:

* R.P. Lourn, Senegal: Cultural Journalism, University of Montreal

* D.P. Gueye, Senegal: Communication, Laval University

* Min Thein, Burma: Microfilming and Reprography, several Canadian organizations

UNESCO awarded a $12,000 (U.S.) grant to the COMNET Centre at Laval University to conduct a Feasibility Study on Progressive Automation of the Centre. COMNET (Communication Network) is an international network of documentation centres on communication research and policy. The grant was made within the framework of the International Programme for the Development of Communication (IPDC).

7. UNESCO Participation Programme Grants

UNESCO has awarded grants to a number of Canadian institutions in support of activities in communication and information. They include:

* 2nd World Conference of Community-Oriented Radio Broadcasters, Canada, 1985.

* International Video Conferences of Montreal, sponsored by Vidéo 84 Inc., Montreal, 1984.

* Production of a documentary film on the development and objectives of community-oriented radio broadcasting in the world: "Les ondes alternatives", by Les Productions du Regard Inc., Montreal.

* Research/Action on Public Participation in the Media, in the Context of New Technologies, sponsored by the Institut canadien d'éducation des adultes, Montreal, 1983.

* Seminar on Records Management, sponsored by Public Archives of Canada and the Archives Committee of the Pan-American Institute of Geography and History (PAIGH), Ottawa, 1980.

8. UNESCO Statistics

UNESCO statistics are widely consulted by Canadian researchers. The UNESCO Yearbook of Statistics contains statistics on books, libraries, archival institutions, bibliographical services, press, radio, television and cinema. Statistics Canada supplies the information on Canada. The resulting publication is a highly-praised reference document.

9. Canadians on UNESCO Staff

Two Canadians are currently employed by UNESCO in the field of communication and information. They are F. Goodship, Director, Division of Development of Communication Systems, Communication Sector, Paris (D1 level); and Y. Courrier, Chief of Section, Training of Specialists and Users, General Information Programme Division, Paris (P5 level).

Canadian Benefits

The field of communication is developing rapidly. New technologies are invading society and forcing people to adapt. Given this situation, the sharing of ideas, which is at the centre of UNESCO's mandate, is essential, even though it has led to some confrontation in the past. The impact of communication technologies on social life, the status of women, education, cultural identity and other areas needs to be addressed in an international context. Canadian involvement in UNESCO's communication programme assists the transfer of Canadian experience and technology to other nations. It has increased Canadian awareness of the problems linked to these developments. It may open the way to new trade opportunities, particularly the promotion of Canadian software packages.

The benefits from information activities are equally important. The emphasis on standards, on common formats for the exchange of bibliographic data, and on the development of portable software is of use to developed as well as developing countries. Canadian experts are very much involved in these activities. Improvement of access to information benefits Canada, as over 95% of the scientific and technical information it requires is generated abroad.

Canadians also benefit from the information published by UNESCO in its Yearbook of Statistics. UNESCO collects data on the various tools of communication and information systems - books, libraries, newspapers and periodicals, film and cinema, radio and television broadcasting, archives and bibliographical services, etc. Canadian input through Statistics Canada increases knowledge of Canada throughout the world. Conversely, the Yearbook is widely consulted by Canadian researchers.

Chapter 11

WORLD PROBLEMS, HUMAN RIGHTS AND THE STATUS OF WOMEN

Major Programme I
Reflection on World Problems and Future-Oriented Studies

Major Programme XII
The Elimination of Prejudice, Intolerance, Racism and Apartheid

Major Programme XIII
Peace, International Understanding, Human Rights and the Rights of Peoples

Major Programme XIV
The Status of Women

The programmes grouped in this section have certain factors in common. They are the smaller of the UNESCO Major Programmes, and they tend to be among the more controversial. From time to time, they have a high profile in the press and in the debate on the role of UNESCO.

The Status of Women programme is intersectoral. While called a "Major Programme", it simply groups, in a convenient section, activities related to the Status of Women in all other Major Programmes.

Because of the differences in content of the four programmes, they are discussed below under three general headings: (A) World Problems and Future-Oriented Studies; (B) Human Rights; and (C) Status of Women.

A. WORLD PROBLEMS AND FUTURE-ORIENTED STUDIES

In this programme, UNESCO seeks to develop its role as a "think tank" which appraises world problems, speculates on their evolution, and periodically reports its results. It will collect, analyze and build upon the input of institutions, research centres and eminent individuals throughout the world, in order to keep track of work in progress and to encourage expression of the widest possible range of perceptions of world problems. It proposes to implement an international future-oriented study which would constitute an original contribution to the analysis of world problems.

The current activities of UNESCO involve the identification of institutions and individuals able to cooperate with the Organization, and the establishment of a research network. Thematic studies will aim at highlighting the social, cultural and intellectual dimensions of world problems. UNESCO will have to "walk a narrow line" between rigorous independence from any partisan position and the wish to make room for the diversity of intellectual and cultural backgrounds which exist among its membership. Most future-oriented studies are currently being carried out by specialized institutions in developed countries. The least

advanced countries accordingly feel that insufficient account is being taken of their views on development.

The annual budget for the Major Programme on World Problems and Future-Oriented Studies is $1.4 million (U.S.), or 0.7% of the total UNESCO budget.

Canadian Participation

Past Canadian delegations have agreed with the view that UNESCO's mandate includes an intellectual role and that the Organization must reflect on world problems in order to give its programmes an appropriate direction and goals. Furthermore, up until now, the majority of future-oriented studies have emphasized the demographic, economic and political aspects, but have paid little attention to culture. UNESCO could therefore perform the most essential task of integrating culture into the process of reflection on a world scale. Canadian scholars who are involved in the process of formulating and evaluating this new programme are:

* Dr. D.E. Berghofer, Assistant Deputy Minister, Program Services Division, Alberta Advanced Education, attended the "International Symposium on the Establishment of a Decentralized Network for Analysis and Research in Relation to World Problems", Paris, June, 1984

* Dr. Norman Henchey, Professor, Faculty of Education, McGill University, and Dr. Jerzy A. Wojciechowski, Professor, Department of Philosophy, University of Ottawa, advisors to the Canadian Commission on the programme

B. HUMAN RIGHTS

UNESCO's human rights activities are concentrated under two Major Programmes concerned with the elimination of prejudice, intolerance, racism and apartheid, and peace, international understanding, human rights and the rights of peoples. They follow from the UNESCO Constitution which states that "the purpose of the Organization is to contribute to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations."

The activities of UNESCO related to human rights include studies and research, the setting of standards for action, education and training, the preparation of teaching modules, revision of textbooks, information materials, support for public lectures, youth activities, and adult education among others.

Studies of racism have been particularly developed. They originated in 1948 at the request of the Economic and Social Council of the United Nations. In 1978, they led to the adoption of a Declaration on Race and Racial Prejudice.

The teaching of human rights is an essential activity. A good synthesis of these activities was the 1974 Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms. At a major congress held in Vienna in 1978, a seven-year plan for the teaching of human rights was developed. Canada is very supportive of this programme. Several Canadian experts attended the Vienna Congress, including a representative of the Canadian Human Rights Commission.

Some parts of UNESCO's activities are nevertheless contentious, and they have raised serious objections on the part of western countries. The Soviet block countries make frequent attempts to raise questions of peace and disarmament which western nations, including Canada, feel are outside UNESCO's field of competence. Western countries also condemn the introduction of the concept of the "rights of peoples". They fear an ideological drift towards the concept of the "rights of states", which could then be used to justify violations of individual human rights. Differing ideological viewpoints make it difficult to reach agreement in UNESCO on these activities, and cause the programme to be one of concern to Canada.

The annual budget for the Major Programme on Peace, International Understanding, Human Rights and the Rights of Peoples, and the Major Programme on The Elimination of Prejudice, Intolerance, Racism and Apartheid is $3.6 million (U.S.), or 1.8% of the UNESCO budget.

Canadian Participation

1. Standard-Setting Instruments

   Canada has played a role in the development of a number of UNESCO conventions and recommendations concerning human rights, including:

   * Recommendation Against Discrimination in Education, 1960

   * Convention Against Discrimination in Education, 1960, and Protocol Instituting a Conciliation and Good Offices Commission to be responsible for Seeking the Settlement of any Disputes Which May Arise Between States Parties to the Convention, 1962

   * Recommendation Concerning Education for International Understanding, Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms, 1974

   * Declaration on Race and Racial Prejudice, 1978

   * Declaration on Fundamental Principles Concerning the Contribution of the Mass Media to Strengthening Peace and International Understanding, to the Promotion of Human Rights and to Countering Racialism, Apartheid and Incitement to War, 1978 (This declaration, known as the Mass Media Declaration, was at the heart of the "communications debate" during the 1970s.)

2. Contracts

* Stacy Churchill, Ontario Institute for Studies in Education (OISE): Preparation, with seven other experts from various countries, of "The Teaching of Contemporary World Problems", a publication on the teaching of contemporary world problems relating to education for peace, disarmament and human rights, 1984.

* David Baker, Advocacy Resource Centre for the Handicapped, Toronto: Study of problems faced by handicapped persons in their enjoyment of human rights and the study of the solutions to be found.

3. UNESCO Participation Programme Grants

Under its Participation Programme, UNESCO has provided financial support to the following activities related to human rights:

* International Peace Research Association, General Conference, Orillia, Ontario, June, 1981

* Congress and Colloquium of the International Federation for the Rights of Man, Montreal, Quebec, May, 1982

* Publication of the Proceedings of the International Conference on Strategies for Peace and Security in a Nuclear Age, University of Guelph, October, 1983

C. THE STATUS OF WOMEN

Women represent 50% of the world adult population and one-third of the official labour force; they perform nearly two-thirds of all working hours, receive only one-tenth of the world income and own less than one percent of world property. Much of the work women do is not officially recognized, and consequently does not entitle them to the remuneration, respect or rights usually associated with work.

The UNESCO Major Programme on the Status of Women is not separately funded and managed as are the other Major Programmes. Instead, it is a collection of a large number of separate activities which are encompassed within the programmes on education, information, science, technology and engineering, communication, development, culture and human rights. This permits UNESCO to improve the status of women in all its fields of competence. In total, these activities amount to an annual expenditure of over $4.4 million (U.S.).

UNESCO studies the problems of, and assists the access of, girls and women to basic education, technical and vocational training, and higher education. It supports studies of the image of women in the media and their training in communications professions. It assists women in becoming engineers or scientists, taking part in research programmes, and responding to the impact of new technologies, and supports studies on the role of women in safeguarding cultural values, and the elimination of discrimination based upon sex.

Illiteracy among women has been identified by UNESCO as a serious problem. World figures (1980) demonstrate a 33.9% illiteracy rate for women over 15 years of age, compared to 23.3% for men. The gap is expected to widen. The greatest disparities are seen in the most economically underprivileged regions and countries. Illiteracy of women has a major impact because of their vital role in early childhood education, agriculture and the rural economy, family finances and stability, health care, and maintenance of socio-cultural values.

Delegates at the 1975 Conference held in Mexico City to mark International Women's Year unanimously adopted a World Plan of Action for the United Nations Decade for Women. However, at the Mid-Decade Conference held in Copenhagen in 1980, it was apparent that despite the efforts of nations and of the specialized agencies of the United Nations system, the status of women had hardly improved. UNESCO continues to promote equality for women, along the lines set out by all nations in the World Plan and the Programme of Action adopted at Copenhagen for the second half of the Decade.

In its Status of Women activities, UNESCO collaborates with other agencies in the United Nations system, for example the International Labour Organization and the U.N. Economic and Social Council (ECOSOC).

Canadian Participation

Canadians have shown a commitment to promoting equality of opportunity for women. Advisory, monitoring and other structures to encourage this have been established, and Canadian expertise at high-level UNESCO meetings has been solicited. They have particularly focussed on the representation of women by the media, and the participation of women in political and economic life.

* Canadian non-governmental organizations are involved in implementing UNESCO objectives; governmental agencies in Canada have supported several initiatives aimed at implementing the UNESCO programme for women.

* Between 1975 and 1980, UNESCO organized five international meetings in the context of its educational programmes oriented to women. Canadian women involved in education participated in two of these.

* Both on an individual and an institutional level, Canadians have contributed information and documentation to UNESCO's programmes for equality of educational opportunity.

1. <u>UNESCO Meetings of Experts</u>

   The following Canadians have participated in various UNESCO meetings of experts:

   * Judy Erola, formerly federal Minister Responsible for the Status of Women: International Meeting of Experts on "Factors Influencing Women's Access to Decision-Making Roles in Political, Economic and

Scientific Fields and on Measures that may be Taken to Increase Their Responsibilities", Dubrovnik, Yugoslavia, December, 1984.

* Workshop on "Strategies for Power: Methods and Means by Which Women Can Become Participants in Making Public Policies", Ottawa, March, 1983. This international workshop was organized by the Canadian Commission for UNESCO, with the assistance and participation, at the ministerial level, of Status of Women Canada. It constituted a follow-up to a meeting held by the Federal Republic of Germany's National Commission for UNESCO, in October, 1982, on the participation of women in political life.

* Yolande Cohen, Professor, University of Montreal: Meeting of Experts on the "Participation of Women in Political Life and the Means to Increase This Participation", Lisbon, Portugal, December, 1983.

* Carolle Simard, Professor (Political Science), Université du Québec à Montréal: "Participation of Women in the Social and Political Life Cycle", Bonn, Federal Republic of Germany, October, 1982.

* Lillian Zimmerman, Continuing Education and Human Sciences, Douglas College, Vancouver: UNESCO International Seminar on the "Opening-up to Women of Vocational Training and Jobs Traditionally Occupied by Men", Frankfurt, Federal Republic of Germany, November, 1980.

* Elizabeth Gray, CBC Radio; Gene Errington, Status of Women Canada; Dorothy Hénaut, National Film Board of Canada; Greta Nemiroff, Dawson College; and Lucie Marchessault-Lussier, Montreal: "Women, Communications and Community Development", Puerto Rico, April-May, 1980. This seminar was sponsored by the U.S. National Commission for UNESCO, in cooperation with the National Commissions for UNESCO of Canada, the Dominican Republic, Jamaica and Mexico, and hosted by the Department of State of Puerto Rico.

* Marie-Josée Drouin, Director, Hudson Institute: "Indicators of Women's Participation in Socio-Economic Development", Paris, April, 1980.

* Gene Errington, Status of Women Canada and Mariette Hogue of the Canadian Commission for UNESCO: "Seminar on Women and Communication" (Planning Meeting), Puerto Rico, October, 1979.

* Ruth Bell, Canadian Association of University Women: "International Seminar on Women's Political Participation", California, October, 1978. (This seminar was organized jointly by the Consortium on Peace Research, Education and Development, and UNESCO.)

2. Other Meetings Related to the UNESCO Programme

* Margaret Gillett, McGill University: Strategies for Empowerment, Second International Interdisciplinary Congress on Women, Groningen, Holland, April, 1984. (The Canadian Commission for UNESCO facilitated Dr. Gillett's participation. At the meeting she presented a

report on the Canadian workshop on Strategies for Power: Methods and Means by which Women can Become Participants in Making Public Policies which was held in Ottawa in 1983.)

* International Women's Studies Conference, Simone de Beauvoir Institute, Concordia University, July-August, 1982. (The UNESCO Secretariat and the Canadian Commission for UNESCO provided support for this conference.)

* Associated Country Women of the World Conference, Olds, Alberta, June, 1983. (The UNESCO Secretariat provided financial support for this international conference, organized by British women.)

* World Conference of the United Nations Decade for Women, Copenhagen, July 1980, and the NGO Forum which took place simultaneously. (Canadian women participated in the preparatory consultations for the Conference and formed part of the Canadian Delegation, led by the Honourable Lloyd Axworthy.)

* World Conference of the International Women's Year, Mexico City, 1975. (Norma Walmsley, lecturer, Carleton University, was among the Canadian participants to this United Nations meeting.)

3. Publications

Strategies for Power: Methods and Means by Which Women can Become Participants in Making Public Policies, 1984. Occasional Paper No. 45 published by the Canadian Commission for UNESCO. This paper synthesized the proceedings of a workshop by the same name, held in Ottawa in March, 1983.

4. UNESCO Participation Programme Grants

The following Canadian activities related to women's issues have received financial assistance from UNESCO:

* Women and Environments, International Newsletter, Faculty of Environmental Studies, York University, Toronto, 1983.

* International Women's Studies Conference, Simone de Beauvoir Institute, Concordia University, Montreal, July-August, 1982.

CANADIAN BENEFITS FROM THE UNESCO PROGRAMMES ON WORLD PROBLEMS, HUMAN RIGHTS AND THE STATUS OF WOMEN

It is a bit premature to discuss the benefits to Canada from the relatively new UNESCO programme on World Problems. It has potential benefits to all citizens concerned with the broader questions of an unstable economic system and the growing gap between developed and less developed countries. This is especially important when one considers the different cultural viewpoints among the nations involved. UNESCO will bring the educational, scientific, cultural, communication and information factors into the analysis of world problems. It proposes to start by establishing a network of interested groups with varying backgrounds and interests in long-term global issues. Canada has a number of such groups within the government, university and private sectors which could contribute to, and benefit from, these exchanges. It is important for Canada to be a player in such an international dialogue.

There are similar benefits to Canada in participating in UNESCO's programmes on human rights. These programmes allow Canada and other western countries to demonstrate and present their concepts of human rights, and to express their views on how they should be presented, through teaching programmes and international publications.

UNESCO has published a textbook on human rights teaching, and issues a bulletin titled "Human Rights Teaching" which provides a link between teachers and institutions and contributes to research and reflection relevant to the teaching of human rights. These publications are frequently consulted by Canadian law professors, researchers and students.

Canadians also benefit from UNESCO's activities to improve the status of women. Through their participation in international experts' meetings, Canadian women are able to compare notes on the status of women throughout the world and to share with others their experience of Canada's approaches and initiatives. The Sub-Commission on the Status of Women of the Canadian Commission for UNESCO represents a network of 24 Canadian organizations. Information on UNESCO initiatives is disseminated to non-governmental and labour organizations, and educational and government agencies through this network. UNESCO also publishes statistical information, country studies and reports on women's issues. This unique information is available to Canadian women. Canadians have also contributed to UNESCO publications on women's issues and their writings have had international exposure.

UNESCO's regional studies on women's access to education, decision-making power, and participation in remunerated employment, among others, represent not only an ongoing assessment of progress, but also a yardstick against which Canadian women can measure progress at home. Information on subjects as specific as female franchise, the right to own property or inherit it and freedom from forced prostitution are monitored by UNESCO and presented at major international meetings in which Canadian women participate.

As the United Nations Decade for Women (1976-1985) draws to a close, Canadian participants in the NGO Forum and Intergovernmental Conference marking the end of the Decade will have access to UNESCO reports analyzing progress in women's issues throughout the world.

Chapter 12

THE UNESCO PARTICIPATION PROGRAMME

The Participation Programme of UNESCO is an example of an intersectoral programme which is directly responsive to a wide spectrum of Canadian interests. Although Canada's share of the allocated funds may not seem large ($166,750 (U.S.) for 25 projects in the 1981-83 triennium; and $138,470 (U.S.) for 20 projects to date in the 1984-85 biennium), the Canadian participants welcome this international recognition and additional funding.

The purpose of the Programme is to encourage projects which may advance knowledge, strengthen international cooperation and achieve objectives in the fields of UNESCO's Major Programmes (education, science, culture, etc.). It is responsive to requests from Member States, and is designed primarily for developing countries. In this way, it serves as a device which involves institutions in Member States, both governmental and non-governmental, in the implementation of specific items in the UNESCO programme.

In Canada, the Canadian Commission for UNESCO identifies and recommends to UNESCO, projects sponsored by government agencies, universities, voluntary organizations, and Canadian affiliates or committees of international non-governmental organizations having consultative status with UNESCO for projects which are implemented in Canada, or by the Commission itself.

The following projects which have or will receive UNESCO assistance are examples of the wide range of subjects and Canadian interests involved in this programme.

UNESCO Grants to Canadian Projects (1984-1985 Biennium)

Project	Sponsor
1. Publication of the proceedings of the International Conference on Strategies for Peace and Security in a Nuclear Age - Guelph, Ontario, October 27-30, 1983	University of Guelph, departments of External Affairs and National Defence and church groups

Project (cont'd)	Sponsor (cont'd)
2. Publication of the Canadian state-of-the-art report, Phase I of the European Joint Study on Education. Project No. 11 : New Technologies in Education, Information and Communication, Technologies and Their Impact on Education	Canadian Commission for UNESCO
3. 21st World Congress of the International Theatre Institute - Montreal, Quebec, and Toronto Ontario, June 1-8, 1985	International Theatre Institute in cooperation with the Canadian Centre for the ITI and Centre québécois de l'ITI
4. International Conference on Technical and Vocational Education in Developing Countries - Vancouver, B.C., July 14-20, 1985	Association of Canadian Community Colleges (ACCC)
5. 2nd World Conference of Community Oriented Radio Broadcasters - Canada, 1985	World Conference of Community Oriented Radio Broadcasters, Canadian Coordinating Committee
6. International Colloquium on Language Planning - Ottawa Ontario, Spring 1986	Canadian Commission for UNESCO and Office of the Commissioner of Official Languages, Canada
7. 4th International Reindeer/ Caribou Symposium - Whitehorse, Yukon, August 22-25, 1985	Canadian Committee for the 4th International Reindeer/Caribou Symposium (Brock University)
8. International Video Conferences of Montreal - Montreal, Quebec, September 27-October 4, 1984	Vidéo 84 Inc.
9. Colloquium on "Monde latino-américain et monde francophone : Enseignement, communications, représentations" (Latin American World and French-Speaking World: Teaching, Communications, Representations) - Mexico, April 15-19, 1985	Association of Partially or Wholly French-Language Universities (at Montreal University) and the Union of Latin American Universities
10. International Congress on Carthage - Trois-Rivières, Quebec, October 10-13, 1984	Université du Québec à Trois-Rivières

Project (cont'd)	Sponsor (cont'd)
11. The New Technologies : A Modern Voice for an Ancient Culture (Alaska, Canada and Greenland Inuits), A Research Project	McGill University
12. Conference on Education and Unemployment With Special Attention to Efforts by Developing Countries at Coping With This Problem - Edmonton, Alberta, August, 1985	Centre for International Education and Development (University of Alberta, Edmonton)
13. 6th World Congress of the International Federation of Teachers of French - Quebec City, July 15-20, 1984	International Federation of Teachers of French, Canadian Organizing Committee
14. International Conference on Prevention - Montreal, Quebec, April 29-May 3, 1985	Université de Montréal, Commission des écoles catholiques de Montréal, Hôpital psychiatrique Rivière-des-Prairies
15. International Festival of Authors - Toronto, Ontario, October 15-20, 1984	Harbourfront Corporation, Toronto
16. Production of a documentary film on the development and objectives of community-oriented radio broadcasting in the world : "Les ondes alternatives"	Les Productions du Regard Inc., Montreal
17. Transmission d'expériences créoles (Broadcasting of Creole Experiences)	InformAction Inc., Montreal
18. Répertoire bibliographique Jacques Maritain et Raissa Maritain (1906-1982)	L'Association canadienne Jacques Maritain
19. Training Course in Architectural Conservation, Fellowship awarded to a landscape architect from Parks Canada	International Centre for the Study of the Preservation and Restoration of Cultural Property, in Rome (ICCROM)
20. Scheme of Affiliate Membership to IUPAC for Developing Countries	International Union of Pure and Applied Chemistry (IUPAC)

UNESCO Grants to Canadian Projects (1981-1983 Triennium)

Project	Sponsor
1. Introducing : The World (Three editions of a newspaper as an experience model for student participation in global studies programmes relating to the role of citizens in the world community)	Ontario Institute for Studies in Education
2. Renewable Resources and the Economy of the North, An International Symposium - Banff, Alberta, May 3-8, 1981	Association of Canadian Universities for Northern Studies (ACUNS)
3. Sensitization document on issues of adult literacy in Canada (Publication of Canadian Commission for UNESCO Occasional Paper No. 42, 1983)	Canadian Commission for UNESCO
4. International Women's Studies Conference - Montreal, Quebec, July 26-August 4, 1982	Simone de Beauvoir Institute, Concordia University
5. Séminaire sur les méthodes d'éducation des adultes en formation des travailleurs (Seminar on Adult Education Methods for the Training of Workers - series of meetings held in 1983 and 1984)	Institut canadien d'éducation des adultes, in collaboration with Quebec unions
6. Meeting of Experts on Art and New Media - Montreal, Quebec, and Ottawa, Ontario, December 19-21, 1984	Laboratoire de recherche en design de l'information (Bretelle), Université du Québec à Montréal
7. Training Courses 1981-82-83 (Expansion, within Quebec, of a training programme for therapists, doctors, teachers and other professionals, on the occasion of the International Year of Disabled Persons)	Conseil du Québec de l'Enfance exceptionnelle

Project (cont'd)	Sponsor (cont'd)
8. International Amateur Theatre Festival and 16th World Congress of the International Amateur Theatre Association - Calgary, Alberta, June 26-July 7, 1983	National Multicultural Theatre Association
9. 17th World Congress of Philosophy - Montreal, Quebec, August 21-27, 1983	University of Montreal, International Federation of Philosophical Societies
10. 19th World Congress of Landscape Architects - Vancouver, B.C., July 25-31, 1981	International Federation of Landscape Architects, Secretariat, Vancouver
11. Recherche-action sur la participation du public aux médias, dans un contexte de développement technologique accéléré (Research/Action on Public Participation in the Media, in the Context of New Technologies) - Montreal, Quebec, February 18-19, 1983	Institut canadien d'éducation des adultes
12. Man-Environment Impact Conference - Hamilton, Ontario, October 19-23, 1982	Science Teachers' Association of Ontario and other Ontario organizations.
13. Women and Environments (an international newsletter)	Faculty of Environmental Studies, York University
14. 11th International Congress of Anthropological and Ethnological Sciences - Vancouver, B.C. and Quebec City, August 14-25, 1983	International Union of Anthropological and Ethnological Sciences, Canadian National Committee
15. International Peace Research Association, General Conference - Orillia, Ontario, June 21-26, 1981	International Peace Research Association and Peace Research Institute, Dundas, Ontario
16. In-Career Training Seminar - Waterloo, Ontario, May 24-29, 1981	Faculty of Environmental Studies, University of Waterloo
17. 6th International Congress of the International Association for the Scientific Study of Mental Deficiency (IASSMD) - Toronto, Ontario, August 22-26, 1982	National Institute on Mental Retardation

Project (cont'd)	Sponsor (cont'd)
18. Conference on New Developments in the Analysis of Market Structures - Ottawa, Ontario, May 10-13, 1982	Institute for Policy Analysis, University of Toronto
19. Colloquium on Tasks and Challenges of the Social Sciences in the 1980s - UNESCO, Paris, France, October, 1982	International Association of French-Language Sociologists and the University of Montreal Faculty of Advanced Education
20. 12th World Conference of the International Council for Correspondence Education - Vancouver, B.C., June 9-15, 1982	International Council for Correspondence Education and Concordia University
21. 10th World Congress of Sociology - Mexico, August 16-21, 1982	International Sociological Association, Secretariat: Université du Québec à Montréal and Concordia University
22. Waterlogged Wood Working Group Conference - Ottawa, Ontario, September 15-18, 1981	International Council of Museums, Committee for Conservation (ICOM) and Canadian Conservation Institute
23. Congress and Colloquium of the International Federation for the Rights of Man - Montreal, Quebec, May 21-23, 1982	International Federation for the Rights of Man and the Civil Liberties Union, Montreal
24. The Mathematics Curriculum, An International Symposium - Vancouver, B.C., May 16-20, 1983	International Association for the Evaluation of Educational Achievement and the University of British Columbia, Faculty of Education
25. International Symposium on Fundamental Problems of and Challenges for the Social Sciences in North America - Mont Ste-Marie, Quebec, May 3-7, 1983	International Federation of Social Science Organizations (IFSSO) in cooperation with the Canadian and U.S. National Commissions for UNESCO

APPENDICES

Appendix 1

PURPOSES AND FUNCTIONS OF UNESCO

The purpose of UNESCO is to contribute to peace and security by promoting collaboration among nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations. To realize this purpose,

a) UNESCO collaborates in advancing the mutual knowledge and understanding of peoples, through all means of mass communication. It recommends international agreements to promote the free flow of ideas by word and image;

b) UNESCO promotes popular education and the spread of culture by :

* collaborating with Member States, at their request, in the development of educational activities;
* instituting collaboration among nations to advance the ideal of equality of educational opportunity without regard to race, sex or any distinctions, economic or social; and
* proposing educational methods best suited to prepare the children of the world for the responsibilities of freedom;

c) UNESCO maintains, increases and diffuses knowledge by :

* assuring the conservation and protection of the world's inheritance of books, works of art and monuments of history and science, and recommending to the nations concerned the necessary international conventions;
* encouraging cooperation among nations in all branches of intellectual activity, including the international exchange of persons active in the fields of education, science and culture and the exchange of publications, objects of artistic and scientific interest and other materials of information;
* initiating methods of international cooperation to give the people of all countries access to the printed and published materials produced by any of them.

With a view to preserving the independence, integrity and fruitful diversity of the cultures and educational systems of the Member States, UNESCO is prohibited from intervening in matters which are essentially within their domestic jurisdiction.

Note : From Article 1 of the UNESCO Constitution.

Appendix 2

UNESCO CONVENTIONS

A convention is an international standard-setting instrument adopted by the General Conference of UNESCO. It becomes binding on the Member States who ratify them. Standards set by a convention are not always easy to meet for all Member States. In some cases, they may not even apply to some Member States.

The following is a list of the 30 conventions adopted by UNESCO. Those ratified by Canada are identified, by date, in entry c) under each title. UNESCO also adopts other international standard-setting instruments, such as recommendations and declarations. They are not included in this list.

1. Agreement for Facilitating the International Circulation of Visual and Auditory Materials of an Educational, Scientific and Cultural Character, with Protocol of Signature and Model Form of Certificate Provided for in Article IV of the Above-Mentioned Agreement.

   a)* 10 December 1948
   b) 12 August 1954
   c) **4 October 1950**

2. Agreement on the Importation of Educational, Scientific and Cultural Materials, with Annexes A to E and Protocol Annexed.

   a) 17 June 1950
   b) 21 May 1952
   c) -

3. Universal Copyright Convention, with Appendix Declaration Relating to Article XVII and Resolution Concerning Article XI.

   a) 6 September 1952
   b) 16 September 1955
   c) **10 May 1962**

4. Protocol 1 Annexed to the Universal Copyright Convention, Concerning the Application of that Convention to the Works of Stateless Persons and Refugees.

   a) 6 September 1952
   b) 16 September 1955
   c) -

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* a) Adoption; b) Entry into force; c) Ratification by Canada

5. Protocol 2 Annexed to the Universal Copyright Convention, Concerning the Application of that Convention to the Works of Certain International Organizations.

   a) 6 September 1952
   b) September 1955
   c) -

6. Protocol 3 Annexed to the Universal Copyright Convention, Concerning the Effective Date of Instruments of Ratification or Acceptance of, or Accession to, That Convention.

   a) 6 September 1952
   b) 16 September 1955
   c) **10 May 1962**

7. Convention for the Protection of Cultural Property in the Event of Armed Conflict, with Regulations for the Execution of the Convention.

   a) 14 May 1954
   b) 7 September 1957
   c) -

8. Protocol for the Protection of Cultural Property in the Event of Armed Conflict.

   a) 14 May 1954
   b) 7 September 1957
   c) -

9. Convention Concerning the Exchange of Official Publications and Government Documents Between States.

   a) 3 December 1958
   b) 30 May 1961
   c) -

10. Convention Concerning the International Exchange of Publications.

    a) 3 December 1958
    b) 23 November 1961
    c) -

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* a) Adoption; b) Entry into force; c) Ratification by Canada

11. Convention Against Discrimination in Education.

    a) 14 December 1960
    b) 22 May 1962
    c) -

12. International Convention for the Protection of Performers, Producers of Phonograms and Broadcasting Organizations.

    a) 26 October 1961
    b) 18 May 1964
    c) -

13. Protocol Instituting a Conciliation and Good Offices Commission to be Responsible for Seeking the Settlement of any Disputes which may Arise Between States Parties to the Convention Against Discrimination in Education.

    a) 10 December 1962
    b) 24 October 1968
    c) -

14. Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property.

    a) 14 November 1970
    b) 24 April 1972
    c) **28 March 1978**

15. Convention on Wetlands of International Importance Especially as Waterfowl Habitat.

    a) 2 February 1971
    b) 21 December 1975
    c) **15 January 1981**

16. Universal Copyright Convention as Revised at Paris on 24 July 1971, with Appendix Declaration Relating to Article XVII and Resolution Concerning Article XI.

    a) 24 July 1971
    b) 10 July 1974
    c) -

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* a) Adoption; b) Entry into force; c) Ratification by Canada

17. Protocol 1 Annexed to the Universal Copyright Convention as Revised at Paris on 24 July 1971, Concerning the Application of that Convention to Works of Stateless Persons and Refugees.

a) 24 July 1971
b) 10 July 1974
c) -

18. Protocol 2 Annexed to the Universal Copyright Convention as Revised at Paris on 24 July 1971, Concerning the Application of that Convention to the Works of Certain International Organizations.

a) 24 July 1971
b) 10 July 1974
c) -

19. Convention for the Protection of Producers of Phonograms Against Unauthorized Duplication of Their Phonograms.

a) 29 October 1971
b) 18 April 1973
c) -

20. Convention Concerning the Protection of the World Cultural and Natural Heritage.

a) 16 November 1972
b) 17 December 1975
c) **23 July 1976**

21. Convention Relating to the Distribution of Programme-Carrying Signals Transmitted by Satellite.

a) 21 May 1974
b) 25 August 1979
c) -

22. Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Latin America and the Caribbean.

a) 19 July 1974
b) 13 April 1975
c) -

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* a) Adoption; b) Entry into force; c) Ratification by Canada

23. Protocol to the Agreement on the Importation of Educational, Scientific and Cultural Materials.

a) 26 November 1976
b) 2 January 1982
c) -

24. International Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the Arab and European States Bordering on the Mediterranean.

a) 17 December 1976
b) 6 March 1978
c) -

25. Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the Arab States.

a) 22 December 1978
b) 7 August 1981
c) -

26. Multilateral Convention for the Avoidance of Double Taxation of Copyright Royalties and Additional Protocol.

a) 13 December 1979
b) -
c) -

27. Convention on the Recognition of Studies, Diplomas and Degrees Concerning Higher Education in the States Belonging to the Europe Region.

a) 21 December 1979
b) 19 February 1982
c) -

28. Regional Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and Other Academic Qualifications in Higher Education in the African States.

a) 5 December 1981
b) 1 January 1983
c) -

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* a) Adoption; b) Entry into force; c) Ratification by Canada

29. Protocol to Amend the Convention on Wetlands of International Importance Especially as Waterfowl Habitat.

a) 3 December 1982
b) -
c) **2 June 1983**

30. Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific

a) 16 December 1983
b) -
c) -

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* a) Adoption; b) Entry into force; c) Ratification by Canada

Appendix 3

CHARTER OF NATIONAL COMMISSIONS FOR UNESCO

Preamble

Whereas the purpose of the United Nations Educational, Scientific and Cultural Organization, as assigned to it by its Constitution, is "to contribute to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations",

Whereas it is essential, if the Organization is to achieve this purpose, that in each Member State it should have the active support of the intellectual and scientific communities and the cooperation of the population,

Considering the framework provided by Article VII of the Constitution, which stipulates to this end that "each Member State shall make such arrangements as suit its particular conditions for the purpose of associating its principal bodies interested in educational, scientific and cultural matters with the work of the Organization, preferably by the formation of a National Commission broadly representative of the Government and such bodies",

Whereas National Commissions, established under Article VII of the Constitution, are helping in an effective way to make UNESCO's objectives better known, broaden its range of influence and promote the execution of its programme, by involving the intellectual and scientific communities of their respective countries in this work,

Whereas the General Conference, on various occasions and particularly at its nineteenth session, has emphasized the need to associate Member States, through their National Commissions, more closely with the formulation, implementation and evaluation of the Organization's programmes, and has recommended that National Commissions be strengthened as advisory, liaison, information and executive bodies and that cooperation between National Commissions be furthered at the subregional, regional and interregional levels,

The General Conference, meeting in Paris at its twentieth session, this twenty-seventh day of November 1978 approves the present Charter of National Commissions for UNESCO.

Article I. Purpose and Functions

1. The function of National Commissions is to involve in UNESCO's activities the various ministerial departments, agencies, institutions, organizations and individuals working for the advancement of education, science, culture and information, so that each Member State may :

   a) contribute to the maintenance of peace and security and the common welfare of mankind by participating in the activities of UNESCO which aim to advance the mutual knowledge and understanding of peoples, give fresh impulse to popular education and to the spread of culture, and preserve, increase and diffuse knowledge;

   b) play an ever-increasing role in UNESCO's work, and particularly in the formulation and execution of its programmes.

2. For this purpose, National Commissions :

   a) cooperate with their governments and with services, organizations, institutions and individuals concerned with questions within UNESCO's competence;

   b) encourage participation of national, governmental and non-governmental institutions and various individuals in the formulation and execution of UNESCO's programmes so as to secure for the Organization all the intellectual, scientific, artistic or administrative assistance that it may require;

   c) disseminate information on the objectives, programme and activities of UNESCO and endeavour to arouse public interest in them.

3. In addition, and depending on the requirements and arrangements of each Member State, National Commissions may :

   a) participate in the planning and execution of activities entrusted to UNESCO which are undertaken with the assistance of the United Nations Development Programme (UNDP), the United Nations Environment Programme (UNEP), the United Nations Fund for Population Activities and other international programmes;

   b) participate in the search for candidates for UNESCO posts financed under the Regular Programme or from extrabudgetary sources, and in the placement of UNESCO fellowship holders;

   c) participate with other National Commissions in joint studies on matters of interest to UNESCO;

   d) undertake on their own initiative other activities related to the general objectives of UNESCO.

4. National Commissions collaborate with each other and with UNESCO's Regional Offices and centres in fostering regional, subregional and bilateral cooperation in education, the sciences, culture and information, particularly through the joint formulation and execution of programmes. This

cooperation may bear upon the preparation, implementation and evaluation of projects and may take the form of joint surveys, seminars, meetings and conferences and exchanges of information, material and visits.

Article II. Role of National Commissions in Their Relations with Member States

1. Each Member State defines the responsibilities of its own National Commission. In general, National Commissions :

   a) foster close liaison between State agencies and services, professional and other associations, universities and other centres of research and education, and other institutions concerned with education, the sciences, culture and information;

   b) cooperate with the delegations of their respective governments at the General Conference and at other intergovernmental meetings convened by UNESCO, inter alia by preparing the contributions of their governments to the work of these meetings;

   c) follow the development of UNESCO's programme and call the attention of the appropriate agencies to the potential benefits of international cooperation;

   d) contribute to national activities related to UNESCO's programme and to the evaluation thereof;

   e) provide a channel for disseminating information obtained from other countries on matters of domestic interest in education, the sciences, culture and information;

   f) encourage, at the national level, interdisciplinary dialogue and cooperation between institutions concerned with education, the sciences, culture and information, with a view to helping to bring intellectual resources to bear on certain priorities for development.

2. Depending on the arrangements made by each Member State, National Commissions may also be expected, inter alia :

   a) to assume, alone or in collaboration with other bodies, responsibility for the operation of UNESCO projects in the country and for national participation in subregional, regional, or international UNESCO activities;

   b) to inform national agencies and institutions of the conclusions and recommendations adopted by the General Conference or by other meetings, or included in studies and reports; to encourage their discussion in the light of national needs and priorities; and to provide for such follow-up activities as may be required.

Article III. Services Rendered to UNESCO by National Commissions

1. In each Member State, the National Commission ensures the permanent presence of UNESCO in its country and contributes to the Organization's effort to promote international cooperation in the field of intellectual activities.

2. National Commissions are important sources of information for UNESCO on national requirements and priorities in regard to education, science, culture and information, thereby enabling the Organization to take Member States' requirements more fully into account when preparing its programmes. They also contribute to the Organization's standard-setting work and to the orientation or execution of its programme by making their views known when surveys or inquiries are carried out and by replying to questionnaires.

3. National Commissions disseminate information :

   a) to the mass media and the general public, on UNESCO's objectives, programmes and activities;

   b) to individuals and institutions concerned with any aspect of UNESCO's work.

4. National Commissions must be able to contribute effectively to the implementation of UNESCO's programme :

   a) by mobilizing on its behalf the assistance and support of the country's specialized communities;

   b) by assuming operational responsibility for some of UNESCO's programme activities.

Article IV. Responsibilities of Member States Towards National Commissions

1. It is incumbent upon each Member State, under Article VII of the Constitution, to provide its National Commission with the status, structure and resources necessary to enable it effectively to discharge its responsibilities to UNESCO and to the Member State.

2. Each National Commission will normally include representatives of ministerial departments, services and other bodies interested in matters of education, science, culture and information, as well as representative individuals belonging to the specialized communities involved. Its members should be sufficiently senior and competent to secure for it the support and cooperation of ministries, services, national institutions and persons capable of contributing to UNESCO's work.

3. National Commissions may include executive and standing committees, coordinating bodies, sub-commissions and any other subsidiary body, as appropriate.

4. For their effective operation, National Commissions require :

   a) a legal status which is consistent with Article VII of the Constitution of UNESCO and the provisions of this Charter and which clearly defines the responsibilities vested in the National Commission, its membership, the conditions governing its operation and the resources on which it may draw;

   b) a permanent secretariat, provided with :
      - a high-level staff, whose status, and in particular that of its Secretary-General, should be clearly defined, and who should be apppointed for a sufficiently long period to ensure the necessary continuity of experience;
      - sufficient authority and financial means to enable it to carry out efficiently the functions specified in this Charter and to increase its participation in the activities of the Organization.

5. It is important for close collaboration to be established in each Member State between its permanent delegation to UNESCO and its National Commission.

Article V. Responsibilities of UNESCO Towards National Commissions

1. It is incumbent upon the Director-General of UNESCO to take the measures that he deems most appropriate in order to involve National Commissions in the formulation, implementation and evaluation of the Organization's programme and activities and to ensure that close liaison is established between its various regional services, centres and offices and the National Commissions.

2. The Organization fosters the development of National Commissions and supplies them, to the utmost of its ability, with the facilities needed for the discharge of their functions :

   a) by giving advice and making available the services of consultants or members of the Secretariat in order to assist Member States, at their request, to establish or reorganize their National Commission;

   b) by providing training for new Secretaries-General and other officials of National Commissions;

   c) by providing them with material assistance;

   d) by informing them of all missions of visiting UNESCO officials and consultants and of any other UNESCO activity planned in their country;

   e) by providing them with documentation and information materials;

   f) by providing support for the National Commissions in the translation, adaptation and dissemination of the publications and documents of UNESCO in national languages, and assistance in the production of their own publications.

3. UNESCO can extend and develop its action through National Commissions by :

   a) entering into contracts with them, wherever necessary, for the execution of activities included in its programme;

   b) providing financial support for regular subregional and regional meetings held by National Commissions for the purpose of discussing common concerns, formulating proposals relating to the programmes and arranging for the joint execution of specific projects;

   c) providing advice and technical support for such meetings through the participation of UNESCO officials;

   d) fostering the establishment of cooperative relationships enabling the decisions taken at subregional and regional meetings to be followed up;

   e) providing financial and technical support for the liaison machinery established by National Commissions;

   f) fostering the organization of meetings of Secretaries-General, particularly in connection with sessions of the General Conference.

4. UNESCO encourages contacts between the National Commissions of the different regions by continuing and increasing the support it gives to :

   a) meetings of groups of Secretaries-General from all regions to exchange ideas and experiences on specific problems;

   b) interregional collective consultations of Secretaries-General of National Commissions;

   c) National Commissions of one region wishing to send an observer to the conferences of National Commissions of other regions;

   d) joint projects and other cooperative activities undertaken by National Commissions of different regions.

Appendix 4

CANADIANS AT UNESCO

Over the years, Canadians have been appointed to high-level positions in UNESCO. Among them,

* Victor Doré was the first President of the Executive Board (1946-47) and a member of the Board (1946-51).

* Graham McInnes was a member of the Executive Board (1968-70).

* Napoléon LeBlanc was President of the General Conference in 1978. He was also a member of the Executive Board (1970-74).

* Ian C. Clark is currently a member of the Executive Board (1984-).

* Betty Zimmerman was a member of the International Commission for the Study of Communication Problems (MacBride Commission) (1976-80).

Other Canadians serve on the intergovernmental councils and boards which guide specific UNESCO programmes and they are identified in the chapters describing the UNESCO programmes.

At the staff level, 31 Canadians are currently employed at UNESCO. Twenty-four are professionals and 7 are support staff. Fourteen are women. The highest staff level currently occupied by a Canadian is the D1 level.

The Canadians currently on the UNESCO staff are:

Name	Title	Rank	M/F
F. Goodship	Director, Division of Development of Communication Systems, Communication Sector	D1	
M. Chapdeleine	Programme Specialist, Division of Science and Technology Policies, Science Sector	P5	
E. Gariépy	Medical Officer (Deputy to Chief Medical Officer), Medical Sector	P5	
M. Gobeil	Chief of Section, Artistic Creation, Culture Sector	P5	F
Y. Courrier	Chief of Section, Training of Specialists and Users, General Information Programme Sector	P5	

Name	Title	Rank	M/F
G. Auger	Programme Specialist, Network of Educational Innovation for Development in Africa, NEIDA Secretariat, Education Sector	P5	
L. Courville	Chief Technical Adviser, Electrotechnics, Science Sector	P5	
J. De Chantal	Expert Information, Science, Studies and Programming/General Information Programme Sector	P5	
W. Joseph	Training of Agricultural Teachers and Advisors, Education Sector	P5	
C. Pirsel	Technical Education, Rivers State University, Port Harcourt, Nigeria, Science Sector	P5	
A. Whyte	Programme Specialist, Division of Ecological Sciences, Science Sector	P5	F
E. Fisher	Programme Specialist, Division of Statistics on Education, Statistics Sector	P5	
A. Lemay	Advisor in Educational Planning, Regional Office for Education in Africa, Dakar (BREDA), Education Sector	P4	
G. Young	Sub-Regional Education Advisor for the Caribbean, Kingston, Education Sector	P4	
M. Peron	Recruitment Officer, Recruitment Section, Personnel Sector	P4	F
D. Spurgeon	Programme Specialist, Division of Scientific Research and Higher Education, Science Sector	P4	
T. Yoo	Programme Specialist, Division for Socio-Economic Analysis, Social Sciences Sector	P4	
W. McNevin	Editor (English), Publications Unit, Education Sector	P4	F
R. Bill	Consultant, Division of Ecological Sciences, Science Sector	P4	

Name	Title	Rank	M/F
M. Ashraf	Evaluation Specialist, Bureau of Studies and Programming, Studies and Programming Sector	P3	F
F. Falchier	Translator Minute Writer, French Translation Section, Translation and Records Sector	P3	
B. Inksetter	Translator Minute Writer, English Translation Section, Translation and Records Sector	P3	
L. Barsony	Assistant Programme Specialist, Computerized Documentation and Library Section, Unesco Library Sector	P2	F
M. Brigaud-Robert	Assistant Sociologist, Social Services Division, Social Sciences Sector	P2	F
C. Gainche	Senior Analyst Programmer, Documentation Systems Development Section, Documentation Services Sector	GS6	F
M. De Teglassy	Chief Clerk, Staff Training Division, Personnel Sector	GS6	F
B. Kafian	Secretary, Sector of Relations with NGOs, International Organizations Sector	GS5	F
P. Fouillade	Secretary, Bureau of the Comptroller, General Administration Sector	GS4	F
F. Le Poitevin	Secretary, International Standards Division, Legal Affairs Sector	GS4	F
M. Gingras	Secretary, Division of Financing of Education, Education Sector	GS3	F
P. Johnston	Secretary, Training and Operations, Culture Sector	GS3	F

Appendix 5

SOME SIGNIFICANT CANADIAN EVENTS, 1958-1985

The following is a selective list of events in which the Canadian Commission for UNESCO participated from 1958 to 1985.

1957 The Canada Council Act

Order-in-Council

The Canada Council adopts the Constitution of the Canadian Commission for UNESCO

1958 Inaugural Session of the Canadian Commission for UNESCO, Ottawa, Ontario

1959 Major UNESCO Project on National Appreciation of Eastern and Western Cultural Values

1960 2nd World Conference on Adult Education, Montreal, Quebec

1961 Canadian UNESCO missions to West Africa

1962 Directory of Canadian Scholars Engaged in Asian and African Studies

1963 Conference on Canada and the United Nations Development Decade

1964 International Hydrological Decade starts

1965 Conference on Canada and Francophone Countries in Africa

Conference on International Cooperation and the Development of Nations

1966 Television series: The New Africans

1967 International Seminar on The Description and Measurement of Bilingualism, Moncton, New Brunswick

1968 Functional Literacy and International Development, a study by J. Roby Kidd

1969 Visit of Canadian Weekly Editors to UNESCO, the International Labour Organization, the World Health Organization, the Food and Agriculture Organization, and the International Civil Aviation Organization

1970 UNESCO/International Geographical Union experts meeting on Environmental Data Collection and Processing by Means of Computers

Canada participates in the Intergovernmental Conference on Institutional, Administrative and Financial Aspects of Cultural Policies, Venice, Italy

1971 5th Western Hemisphere Regional Conference of National Commissions, Ottawa, Ontario

Canada is elected to the International Co-ordinating Council for the Man and the Biosphere (MAB) Programme

1972 Canada/UNESCO Symposium on Linguistic and Cultural Diversity, Ottawa, Ontario

International Book Year: "Penny a Book" campaign for UNESCO Gift Coupons

Canadian input into the Third World Conference on Adult Education (CONFEDAD), Tokyo, Japan

Report of the International Commission on the Development of Education: "Learning to Be" (the Faure Report)

Canada joins the Europe Region of UNESCO and participates in the Intergovernmental Conference on Cultural Policies in Europe, Helsinki, Finland

1973 Canadian Commentary on the UNESCO programme, objectives, alternatives and priorities

Tokyo-Faure follow-up activities across Canada

International meeting of educators from 30 countries involved in the UNESCO "Associated Schools" project for international understanding, Lévis, Quebec

1974 Establishment of the Canadian Communications Research Information Centre (CCRIC), Ottawa, Ontario

Practicas de Educacion Popular en Quebec y América Latina (Practices of Popular Education in Quebec and Latin America)

Canadian/Jamaican Seminar on Women and Their Rights

Fédération des femmes du Québec, International Editorial Contest

1975 International Women's Year

Canada Council's programme to help the participation of Canadians in the management of international non-governmental organizations (GRIPES)

World Conference on Indigenous Peoples, Port Alberni, British Columbia

Participation of the Canadian Commission in European Joint Studies on Cultural Policies

1976 Symposium on the Behavioural Biology of Ungulates, Alberta

National Conference on Innovations in Education, Extension Service, Memorial University, St. John's, Newfoundland (in cooperation with the Module d'animation culturelle of the Université du Québec à Montréal)

Canada adheres to the UNESCO Convention Concerning the Protection of the World Cultural and Natural Heritage

1977 Establishment of the International Centre Matching Women's Needs and Resources in Canada and the Third World (MATCH)

Honourable Mention of the UNESCO Literacy Prize awarded to Frontier College

Federal and Quebec contributions to the study of education problems related to drugs

Fernand Seguin receives the Kalinga Prize for the Popularization of Science

1978 Napoléon LeBlanc is elected President of the UNESCO General Conference

Inauguration of the UNESCO Pavilion at Man and his World by the Director-General of UNESCO, Mr. Amadou-Mahtar M'Bow, Montreal, Quebec

International Symposium on University-Industry Interactions, Toronto, Ontario

The first Canadian biosphere reserve is designated at Mont-Saint-Hilaire, Quebec

Canada is elected to the Intergovernmental Council for the General Information Programme (PGI)

Canada accedes to the UNESCO Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property

First two Canadian sites placed on the UNESCO World Heritage List: Nahanni National Park Reserve (Northwest Territories) and L'Anse aux Meadows National Historic Park (Newfoundland)

1979 International Symposium on Improving the Contribution of the Mass Media to Adult Education, inaugurated from UNESCO/Paris via the "Symphony" satellite, Ottawa, Ontario

International Year of the Child: Peter Ustinov's visit to the UNESCO Pavilion at Man and his World, Montreal, Quebec

Waterton Lakes National Park, Alberta, becomes the second Canadian biosphere reserve

Invitational Seminar on Data-Based Teaching in the Social Sciences, Waterloo, Ontario

1980 International meeting of experts on the Role of Cultural Industries in Cultural Development, Montreal, Quebec

Seminar on Women, Communication and Community Development, San Juan, Puerto Rico

Canada is elected to the Intergovernmental Council for the International Programme for the Development of Communication (IPDC)

1981 International Symposium on Renewable Resources and the Economy of the North, Banff, Alberta

International Symposium on Reservoir Ecology and Management and Workshop on Water Conservation Strategies, Laval University, Quebec, Quebec

1982 Establishment of the International Network for Cooperation in Northern Science, Edmonton, Alberta

International Symposium on the Elaboration and Use of Social Indicators of Ethnic and Cultural Minorities, Ottawa, Ontario

International Congress Commemorating Jacques Maritain, Ottawa, Ontario

Seminar on the theme "Towards a Canadian Perspective on International Communication Issues", a follow-up to the MacBride Report, Ottawa, Ontario

Canada participates in the World Conference on Cultural Policies, Mexico City

1983 Establishment of the McLuhan Teleglobe Canada Award

Election of Canada to the Executive Board of UNESCO

Election of Canada to the Intergovernmental Council for the International Programme for the Development of Communication (IPDC)

Election of Canada to the Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in Case of Illicit Appropriation

Workshop on Strategies for Power: Methods and Means by Which Women Can Become Participants in Making Public Policies, Ottawa, Ontario

International Symposium on the Fundamental Problems of and Challenges for the Social Sciences in North America, Mont Ste-Marie, Quebec

International Symposium on Transcultural Universals, Ottawa, Ontario

Intergovernmental Oceanographic Commission Workshop on Ocean Science in Relation to Living Resources, Halifax, Nova Scotia

1984 Canada is elected to the Bureau for the Man and the Biosphere (MAB) Programme

Interregional Meeting of National Commissions on Public Information, Ottawa, Ontario

1985 Presentation of the McLuhan Teleglobe Canada Award 1985

Appendix 6

MEMBERSHIP AND STAFF OF THE CANADIAN COMMISSION FOR UNESCO

A. EXECUTIVE COMMITTEE (17)

Dr. James M. Harrison
President
Canadian Commission for UNESCO

Mr. Vianney Décarie
Past President
Canadian Commission for UNESCO

Mr. Guy Gosselin
Faculty of Social Sciences
Laval University

Dr. David Hemphill
Executive Director
Manitoba Museum of Man and Nature

Dr. William Kilbourn
Member, Canada Council

Ms. Viviane F. Launay
Executive Director
Canadian Federation for the Humanities

Mr. Gilles Lefebvre
Associate Director
Canada Council

Dr. Teresa MacNeil
Director, Extension Department
St. Francis-Xavier University

Dr. Harry K. Fisher
Director General
Council of Ministers of Education, Canada

Mr. Guy Bourgeault
Vice-President
Canadian Commission for UNESCO
Dean, Faculty of Continuing Education
University of Montreal

Mrs. Cecil Rabinovitch
Director
Cultural Policy Division
Department of External Affairs

Mrs. Luce Ranger-Poisson
Association féminine d'éducation et d'action sociale

Mr. Georges Singer
Professor
Department of Design
Université du Québec à Montréal

Mr. Alan Thomas
Department of Adult Education
Ontario Institute for Studies in Education

Mr. David Walker
Executive Director
TVOntario

Dr. Shirley L. Thomson
Secretary-General
Canadian Commission for UNESCO

Mr. Jacques-Victor Morin
Associate Secretary-General
Canadian Commission for UNESCO

Ex Officio Members of the Commission and of the Executive Committee

The Canada Council
The Department of External Affairs
The Council of Ministers of Education, Canada

B. MEMBER ORGANIZATIONS (59)

Amnesty International Canada

Association pour l'avancement des sciences et des techniques de la documentation

Association canadienne des dirigeants d'éducation des adultes des universités de langue française

Association canadienne d'éducation de langue française

Association canadienne-française pour l'avancement des sciences

Association of Canadian Community Colleges

Association of Canadian Universities for Northern Studies

Association féminine d'éducation et d'action sociale

Association for the Advancement of Science in Canada

Association of Universities and Colleges of Canada

Book and Periodical Development Council

Canadian Association for Adult Education

Canadian Association for Health, Physical Education and Recreation

Canadian Association for Science Education

Canadian Association for University Continuing Education

Canadian Association of Geographers

Canadian Association of Physicists

Canadian Bureau for International Education

Canadian Committee on Early Childhood

Canadian Conference of the Arts

Canadian Council for International Cooperation

Canadian Council of Professional Engineers

Canadian Crafts Council

Canadian Education Association

Canadian Federation of Business and Professional Women's Clubs

Canadian Federation for the Humanities

Canadian Federation of University Women

Canadian Geoscience Council

Canadian Labour Congress

Canadian Library Association

Canadian Meteorological and Oceanographic Society

Canadian Museums Association

Canadian Music Council

Canadian Political Science Association

Canadian Psychological Association

Canadian Red Cross Society

Canadian School Trustees' Association

Canadian Society for the Study of Education

Canadian Sociology and Anthropology Association

Canadian Teachers' Federation

Centrale de l'enseignement du Québec

Chemical Institute of Canada

Confédération des syndicats nationaux

Conseil canadien de la coopération

Conseil du Québec de l'enfance exceptionnelle

Experiment in International Living in Canada

Fédération des CEGEPs (Fédération d'enseignement général et professionnel)

Fédération des commissions scolaires catholiques du Québec

Institut canadien d'éducation des adultes

MATCH International Centre

Media Club of Canada

National Council of Jewish Women of Canada

National Council of Women of Canada

Office des communications sociales

Royal Society of Canada

Social Science Federation of Canada

Union des producteurs agricoles

UNICEF Canada

Voice of Women

C. INSTITUTIONAL MEMBERS-AT-LARGE (7)

International Center for Research on Bilingualism

Frontier College

International Development Research Centre

Laboratoire Bretelle

Société de développement international Desjardins

Ontario Institute for Studies in Education

TVOntario

D. INDIVIDUAL MEMBERS-AT-LARGE (39)

* Mr. Jean Baillargeon
Conseil de presse du Québec

* Miss Mary Elizabeth Bayer
** Former Assistant Deputy Minister of Culture, Manitoba; Chairman, Advisory Committee on Culture, Canadian Commission for UNESCO

*
** Mr. Jean-Marie Beauchemin

* Mr. Yvon Beaulne
Former Ambassador and Permanent Delegate of Canada to UNESCO

** Mr. Paul Bélanger
Former Chairman, Sub-Commission on Education, Canadian Commission for UNESCO

** Mrs. Ruth M. Bell
Former Chairman, Sub-Commission on the Status of Women, Canadian Commission for UNESCO

* Dr. Cyril S. Belshaw
** Dept. of Anthropology and Sociology, University of British Columbia

Mr. Peter H. Bennett
Former member of the World Heritage Committee

* Dr. D.E. Berghofer
Assistant Deputy Minister, Alberta Advanced Education

* Mr. Lyle H. Bergstrom
Former Deputy Minister of Education, Saskatchewan

* Dr. J.E. Blanchard
President, Research Foundation Corporation of Nova Scotia

** Prof. John C. Cairns
Director, Centre for International Programs, University of Guelph; Former Director, Adult Literacy Division, UNESCO; Former Chairman, Sub-Commission on Education, Canadian Commission for UNESCO

* Mr. Ian C. Clark
Ambassador and Permanent Delegate of Canada to UNESCO; Member of the Executive Board of UNESCO

* Mrs. Joy Cohnstaedt
** Deputy Minister of Culture, Manitoba

* Dr. L.H. Cragg
** Former President, Canadian Commission for UNESCO

** Mr. Bert Curtis
President, Confederation College; Former Chairman, Sub-Commission on Education, Canadian Commission for UNESCO

Prof. Jacques Dalibard
Executive Director
Heritage Canada Foundation

* Mr. Vianney Décarie
** Former President, Canadian Commission for UNESCO

* The Hon. Terence Donahoe
Minister of Education, Nova Scotia Department of Education

* Dr. M.R. Fenske
Assistant Deputy Minister, Dept. of Education, Alberta

* Dr. David Hemphill
** Executive Director, Manitoba Museum of Man and Nature

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* Delegate at a UNESCO General Conference
** Former member of the Executive Committee, Canadian Commission for UNESCO

* Mr. Howard Henderson
Deputy Minister of Education, Ontario

Mr. A.L. Hepworth
Former Director, Canadian Labour Congress

Mr. R.A. Hibberd
Associated Schools, UNESCO

The Hon. Henry D. Hicks, Q.C.,
Senator; Former President, Canadian Commission for UNESCO

** Dr. William Kilbourn
Member, Canada Council

* Mr. Napoléon LeBlanc
** Former President, UNESCO General Conference; Former member of the Executive Board of UNESCO; Former President, Canadian Commission for UNESCO

** Dr. J.F. Leddy
President, The Leddy Library, University of Windsor; Former President, Canadian Commission for UNESCO

** The Hon. N.A.M. MacKenzie
Former President
Canadian Commission for UNESCO

* Dr. Garnet T. Page
** Chairman, Canadian Committee for the Man and the Biosphere (MAB) Programme

* Mrs. Muriel Roy
** Dept. of Sociology, Moncton University; Former Chairman, Advisory Committee on Social Sciences, Canadian Commission for UNESCO

* Mr. Florian Sauvageau
Member, Advisory Committee on Communication, Canadian Commission for UNESCO

** Prof. Gordon Selman
Dept. of Adult Education, University of British Columbia; Former Chairman, Sub-Commission on Education, Canadian Commission for UNESCO

* Dr. Robert W. Stewart
President, Alberta Research Council

* Dr. J. Guy Sylvestre
Former member, Intergovernmental Council for the General Information Programme, UNESCO

** Dr. Alan M. Thomas
Dept. of Adult Education, Ontario Institute for Studies in Education

* Mr. George H. Waldrum
Deputy Minister of Education, Ontario

* Ms. Norma E. Walmsley
** Former Chairman, Sub-Commission on the Status of Women, Canadian Commission for UNESCO

* Miss Betty Zimmerman
Director, Radio-Canada International; Member, MacBride Commission (UNESCO); Member, Advisory Committee on Communication, Canadian Commission for UNESCO

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* Delegate at a UNESCO General Conference
** Former member of the Executive Committee, Canadian Commission for UNESCO

E. CONSULTING AGENCIES (25)

Canada Mortgage & Housing Corporation

Canadian Association of Statutory Human Rights Agencies

Canadian Broadcasting Corporation

Canadian Human Rights Commission

Canadian International Development Agency

Canadian Radio-Television & Telecommunications Commission

Department of Communications

Consumer and Corporate Affairs Canada

Energy, Mines and Resources

Environment Canada

Fisheries and Oceans Canada

Health & Welfare Canada

Indian & Northern Affairs Canada

National Film Board of Canada

National Library of Canada

National Museums of Canada

National Research Council of Canada

Natural Sciences and Engineering Research Council

Public Archives of Canada

Science Council of Canada

Science and Technology Canada

Secretary of State

Social Sciences and Humanities Research Council of Canada

Statistics Canada

Status of Women Canada

F. CANADIAN COMMISSION FOR UNESCO - SECRETARIAT

Dr. Shirley L. Thomson	Secretary-General
Jacques-Victor Morin	Associate Secretary-General
Mariette Hogue	Programme Officer (Education)
Dr. Charles H. Smith	Consultant (Natural Sciences)
Monique Lacroix	Administration Officer (Canada/MAB Committee)
Dawn Conway	Programme Officer (Social Sciences and Status of Women)
Olga Jurgens	Programme Officer (Culture, Copyright)
Louis Patenaude	Programme Officer (Communication, Human Rights)
Aline Sigurdson	Programme Officer (General Information Programme, Intersectoral Programmes, Special Projects)
Jacques Lemire	Information Sector
Carmelia C. Quinn	Information Assistant
Claire Goodchild	Administrative Officer

Appendix 7

PUBLICATIONS OF THE CANADIAN COMMISSION FOR UNESCO

As part of its role of serving as an "information link" between UNESCO and the educational, scientific, cultural and communication community in Canada, the Canadian Commission for UNESCO promotes the distribution of UNESCO publications, posters and films in Canada. In addition, it has published a number of books, most of which are now out of print. At the present time, the Commission's Occasional Papers are its principal publication series. Fifty-three issues have been published since 1971. The Commission also publishes Bulletins and the reports of the Canadian Man and the Biosphere (MAB) Programme. Details of these publications are given below.

A. Books

1. The Contribution of Canadian Universities to an Understanding of Asia and Africa - A Bibliographical Directory of Scholars. Edited by W.A.C.H. Dobson; Foreword by Henry Hicks; First edition, 1964, 70 pages; Second edition, 1967, 160 pages. (out of print)

2. School Publications on East-West Cultural Relations. By H. Janzen; 12 pages. (out of print)

3. Canada and Asia - A Survey on Canadian Resources for Participation in the UNESCO Major Project on the Mutual Appreciation of Eastern and Western Cultural Values. By Ross McLean; 1959, 82 pages. (out of print)

4. Book List on Asia Including Parts of Africa for Canadians. Edited by G.M. Wickens; 1961, 46 pages. (out of print)

5. Le Canada et les pays africains francophones. Report of the regional conference held January 21-23, 1965 in Montreal. Published jointly by the Canadian Commission for UNESCO and the Institut canadien d'éducation des adultes; 1965, 170 pages. (out of print)

6. Book List on Latin America for Canadians. Edited by Kurt L. Levy; 1969, 51 pages. (out of print)

7. Book List on Africa for Canadians. Edited by L. Gray Cowan; Foreword by Henry Hicks; 1965, 28 pages. (out of print)

8. The Description and Measurement of Bilingualism : An International Seminar - Preprints. Edited by L.G. Kelly; 1967, 159 pages. (Available from the University of Toronto Press)

9. Computer Music 1976-77 : A Directory to Current Work. Edited by William Buxton; 1977, 239 pages.

10. Computer Music - Report of an International Project Including the International Workshop Held at Aarhus, Denmark in 1978 (with cassette). Edited by Marc Battier and Barry Truax; 1980, 205 pages.

11. Linguistic and Cultural Diversity - A Canada/UNESCO Symposium, Final Report. 1972, 109 pages.

B. Occasional Papers

Number	Date	Title
* 1	June, 1971	1972 International Book Year
* 2	January, 1972	Associated Schools Project
3	February, 1972	Economic Development and Human Survival - Conference Report
* 4	1972	Books for All
* 5	April, 1972	Film Library
* 5	1972	Fifth Regional Conference of National Commissions in the Western Hemisphere. Ottawa, 23-28 August, 1971. Final Report
* 6	1972	Adult Education in Canada - Report presented to UNESCO for the Third International Conference on Adult Education. Tokyo, July-August, 1972.
7	June, 1972	Aspects of Cultural Policies in Canada - Report of a Seminar. Ottawa, March 10, 1972.
* 8	1972	Working Party on UNESCO Fellowships. Vancouver, May 29-31, 1972. Final Report
* 9	September, 1973	Summary of the Faure Report - International Commission on the Development of Education
10	March, 1973	Tokyo Conference - Third International Conference on Adult Education, Summary of the Report
11	September, 1973	Recommendations of the Faure Report - International Commission on the Development of Education

* Out of print

* 12	December, 1973	Canadian Reactions to the Faure Report
* 13	December, 1973	A Catalogue of Publications Distributed by the Canadian Commission for UNESCO
14	March, 1974	Report of the Secretary-General 1973-1974
* 15	December, 1974	A Catalogue of Publications Distributed by the Canadian Commission for UNESCO
16	March, 1975	Report of the Secretary-General 1974-1975
* 17	March, 1975	Film Library
18	March, 1976	Participation and Self-Management in Education - The Contribution of Dr. Charles Caouette to the Discussion of the Evolution of Education at the International Colloquium in Belgrade, June 10-13, 1975
* 19	February, 1976	Adult Education Development ... Towards an International Recommendation - Working Document
20	March, 1976	Continuing Education - UNESCO Action . Views Expressed by Mr. Amadou Mahtar M'Bow, Director-General of UNESCO
21	March, 1976	Report of the Secretary-General 1975-1976
22	1976	Systems of International Scientific Cooperation
23	1977	Educational Goals and Theories
24	1977	A Look at UNESCO's Institutions in Education : International Bureau of Education, International Institute for Educational Planning, UNESCO Institute for Education
25	March, 1977	Report of the Secretary-General 1976-1977
	out-of-series	Recommendation on the Development of Adult Education
26	April, 1977	A Working Definition of Culture for the Canadian Commission for UNESCO
* 27	November, 1977	UNESCO Film Collection Catalogue
28	February, 1978	Model Elements for the Social Science Programme of UNESCO

* Out of print

29	April, 1978	Development in Physical Education and Sport in the UNESCO Context
30	April, 1978	Report of the Secretary-General 1977-1978
31	September, 1978	UNESCO and Environmental Education
32	November, 1978	Science and the Environment
33	June, 1979	Report of the Secretary-General 1978-1979
34	February, 1980	Recommendation on the Development of Adult Education
35	February, 1980	Symposium on Improving the Contribution of the Mass Media to Adult Education
36	March, 1980	Canadians and UNESCO
37	April, 1980	Report of the Secretary-General 1979-1980
38	May, 1981	Report of the Secretary-General 1980-1981
39	April, 1982	UNESCO Film Collection Catalogue
40	June, 1982	Report of the Secretary-General 1981-1982
41	February, 1983	Learning in Society - A Discussion Paper. By Alan M. Thomas
42	Summer, 1983	Adult Illiteracy in Canada - A Challenge. Prepared by Audrey M. Thomas with an Introduction by Prof. John C. Cairns
43	August, 1983	Report of the Secretary-General 1982-1983
44	March, 1984	Transformation of Knowledge
45	June, 1984	Strategies for Power : Methods and Means by Which Women can Become Participants in Making Public Policies
46	July, 1984	The United States and UNESCO - Addresses by Herschelle S. Challenor and Ian C. Clark to the 26th Annual Meeting
47	August, 1984	Report of the Secretary-General 1983-1984
48	November, 1984	Understanding 1984
49	March, 1985	The Newfoundland Coastal Zone and its Influence on Community Development
50	April, 1985	Canada and UNESCO - A Working Partnership
51	May, 1985	Learning in Society : Toward a New Paradigm

C. Man and the Biosphere (MAB) Programme Reports

Prospectus for Canada/MAB (The UNESCO Programme on Man and the Biosphere in Canada), 1973 (out of print)

1. Project Selection and Evaluation : Provisional Criteria, August 31, 1974 (out of print)

2. Research Strategy : Provisional Concept, August 31, 1974

3. Sub-Programme on Agriculture and Forestry : Provisional Framework, August 31, 1974

4. Sub-Programme on Urbanization : Provisional Framework, November 30, 1974

5. Evaluation Process : Project Selection and Programme Review, August 1, 1975

6. Guidelines for the Selection of Biosphere Reserves in Canada, October 1, 1975

7. Sub-Programme on Coastal Ecosystems : Research Framework, March 31, 1976

8. Sub-Programme 4, Science for the North : Research Framework, January 31, 1977

9. Methods and Interpretation of Environmental Perception Research, August 1, 1977

10. Submission Procedures for Candidate Biosphere Reserves in Canada, August 1, 1977

11. Canadian Contributions to the UNESCO Programme on Man and the Biosphere (MAB), March 31, 1979

12. Biomass Strategy Consultation, March 31, 1979

13. Management Problems of Polydisciplinary Environmental Research Projects in the University Setting, November, 1979

14. Managing Urban Space in the Interest of Children, October, 1980

15. Nomination of Canadian Biosphere Reserves, April, 1982

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Appendix 7 (Cont'd)

PUBLICATIONS OF THE CANADIAN COMMISSION FOR UNESCO

D. **European Joint Studies (Education)**

17 Research Papers on New Technologies in Canadian Education

1. An overview of the educational system in Canada
2. Communications and information technologies in Canadian elementary and secondary schools
3. Communications and information technologies in community colleges in Canada
4. Communications and information technologies in Canadian universities
5. Communications and information technologies and distance education in Canada
6. Communications and information technologies and the education of Canada's native peoples
7. The provincial educational communications organizations in Canada
8. Educative activities of the Canadian Broadcasting Corporation and the National Film Board of Canada
9. Applications of new technologies in nonformal adult education in Canada: two examples
10. Canadian cable television and education
11. Educational applications of videotex/Telidon in Canada
12. Educational applications of communications satellites in Canada
13. Educational videodisc in Canada
14. Educational teleconferencing in Canada

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15. Telehealth: Telecommunications technology in health care and health education in Canada

16. The high technology industry and education in Canada

17. New technologies in education in Canada: issues and concerns

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Excerpt from The Citizen, Ottawa, Tuesday, April 2, 1985

UNESCO HAS BEEN PERFORMING A NEEDED, VITAL TASK...

By J. King Gordon

At no time since the Second World War has the role of UNESCO been more important. The preamble to the Constitution of UNESCO says: "Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed."

Forty years ago we thought: "How could this ideal be stated with more clarity than in the words of the poet, Archibald McLeish." War with its cruelty and devastation was behind us: peace opened up before us like a magnificent sunrise.

Now the prospects of war seem real. The confrontation of the great powers is sharply defined, the nuclear weapons are absolutely lethal. When today we repeat, "Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed," it is no longer an elegant poetic aspiration but a realistic affirmation of cold fact.

UNESCO was established as part of the United Nations global system "to contribute to peace and security by promoting collaboration among the nations through education, science and culture." It reflected the truth that among scientists, educators, artists, musicians and writers the boundaries of the nation state did not block the lines of communication and intercourse. They were already members of a world community. UNESCO could strengthen that community of the human mind and spirit in the interests of a peaceful and secure world. And it did.

But education, science and culture could also help break the barriers that exclude vast numbers of human beings from full membership in the world community. Through them, human needs could be met with equity, dire poverty abolished, human rights secured and ways opened for the free expression of the human spirit. These objectives were central in UNESCO's plan of action, as part of its own program or in association with other UN agencies.

My long association with the United Nations enabled me to see UNESCO at work in the field. On my first trip to Ethiopia about 27 years ago, I hitched a ride from Addis Ababa down from the high plateau to a settlement in the valley of the Awash called Majiti. I was told I would find a UNESCO fundamental education centre. And I did. It consisted of six pressed-earthblock huts that provided living quarters for the staff and facilities for their work. The staff consisted of one Frenchman, René Gareau and his wife Monique, and their two children, and about six Ethiopians.

They worked together as a team and with the people of the six villages whose needs they met. The person in charge of the literacy work cleverly used color to indicate vowel sounds, reducing the Amharic alphabet of some 100 characters to twenty-five or so. The centre illustrated a lot of things about UNESCO's fundamental education policy, all of them good.

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Back in Cairo, a Canadian friend and his wife came in for some bridge. He had been the principal of an agricultural high school in Alberta and now was a UNESCO adviser in agricultural training centres in the Delta. He made some recommendations, all of which were adopted by the training authorities.

In Cairo, at the opening of a science centre in a university, I found a room with the latest issues of the scientific journals. UNESCO provided the subscriptions and, with information from its Paris office, maintained an index of all important publications in a wide range of disciplines.

Then there was that remarkable woman, Christiane Desroches-Noblecourt, curator of the Egyptian galleries in the Louvre. UNESCO had sent her to Egypt to plan the removal and reconstruction on higher ground of the extraordinary temple and wall carvings which Ramses II completed at Abu Simbel more than 3,000 years ago. These were threatened by inundation from the Nile with the building of the High Dam. She went at her task in rapport with her workers. Today, the temple is in a magnificent setting, high up on the bank of the new lake.

UNESCO has changed over the years in response to changes in the international system. New interpretations have evolved of the role of education, science, and culture in the developing world community.

Literacy has made important advances, producing a growing demand for more schools, trained teachers, teaching materials. Separate from the main UNESCO complex in Paris, but closely linked to the organization, is the International Institute for Educational Planning. It brings together scholars and researchers from many countries. The education required for a particular region, culture and economy is studied with care. Texts prepared by UNESCO on the teaching of science are so relevant that some editions were snapped up by European schools before they could reach their Third World destinations.

World-wide scientific co-operation has gained greatly from the advent of the computer. UNESCO has worked closely with Canada's International Development Research Centre in creating data banks of information relevant to development needs and in raising the standards of scientific research so that the material is retrievable where it is most needed.

Much more could be written about UNESCO's role in our interdependent world. Out of the controversy in the 1970s about a new world information order came the sane report by Sean McBride and, on U.S. initiative, the establishment in 1980 of the International Programme for the Development of Communication (IPDC), which has already helped improve the collection and distribution of information and the training of journalists in the Third World.

I have been studying the impressive record of UNESCO's educational programs in Africa and Asia, jointly financed by the United Nations Development Program and Third World governments. There is striking evidence of more initiative being taken by local authorities and community leaders, and growing recognition of the close linkage between education and the urgent need to improve food production and nutrition, sanitation and water supply, and primary health care.

The record is particularly impressive given Africa's desperate need, that requires a major global effort, to save millions from death by starvation and lay the basis for the continent's self-sufficiency in food.

Canada has made important contributions to the construction of the defences of peace in the minds of men. Today more is required to add to the effectiveness of the combined effort through UNESCO to strengthen the base of a secure and peaceful world community.

(J. King Gordon won the Pearson Peace Award for his work for international development and peace).